

ENGLISH STEP BY STEP

FOURTH YEAR

BY

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AND

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DISTRICT SUPERINTENDENTS OF SCHOOLS, NEW YORK CITY



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PREFACE

In this book for fourth-year pupils the authors have attempted to present all phases of instruction in elementary English, with the exception of the mechanics of reading. The book provides graded lessons in spelling, dictation, language, composition, and silent reading, together with memory gems, including proverbs and maxims.

The words in the spelling lessons have been selected from the child's everyday vocabulary of home and school. They include most of the words suitable for fourth-year work found in the lists prepared by Ayres and by Thorndike. Sentences illustrating the correct use of these words have been woven into connected stories which center round the experiences of childhood, correlate English with other studies, or retell fables and tales of interest to children. These stories form the dictation exercises.

Two lessons, carefully graded so as to teach the essentials of elementary language work, have been planned for each week. These lessons are based on the story which constitutes the week's work in dictation; they therefore afford additional opportunity for drill on the new words, which, through use, thus become integral parts of the child's written vocabulary. The principles

taught in the language lessons are not only immediately introduced into the subsequent dictation exercises but are used recurrently in the succeeding lessons, so that there is the closest possible correlation of study and application. For each language lesson exercises have been provided. These are entirely optional. They may be used for seat work in schools where classes are taught in groups, or they may be assigned as home work where home work is regarded as desirable. In either event they give still further drill in the use of new words as well as in the special points of the language lesson.

Again, the lessons in composition, like those in language, are based on the story for the week. In order that sufficient opportunity for oral expression may be given, the oral development of the composition is planned for one week and the written composition on the same theme is postponed to the following week. Written composition is therefore planned only for alternate weeks.

Silent reading in a most practical form is taught by the method employed both in the language lessons and in the composition. The questions asked can be answered only after intelligent reading of the text. Continual references to previous lessons not only provide the review necessary for drill but also afford training in the independent use of a book.

The work planned for each half-year is intended to provide for twenty weeks. Since, however, the fifth, tenth, fifteenth, and twentieth weeks have been planned as review periods, the work of these four weeks may be

omitted without interfering with the continuity of the lessons in schools that have a shorter half-year.

Particular attention is called to the last two sections of the book. The first of these (see page 281) is intended for the pupil's use. It contains, besides a collection of memory gems suitable for the grade, a recapitulation of the points taught during each half-year. This material will be found of great service for drill and for review. The last section (see page 313) is intended for the teacher's use. It contains (1) helpful suggestions for teaching the various subjects, (2) specific notes referring to the text, and (3) language games to aid in giving the pupils facility in correct oral expression. We urge a careful study of this part of the book.

ELLEN A. G. PHILLIPS
CECIL A. KIDD

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Turn to the picture on page 14.

Tell what you see in the foreground of the picture; in the background.

Turn to the picture on page 24.

What do you see in the picture?

Remember :

1. The front part of a picture is called the *foreground*.
2. The back part of a picture is called the *background*.

Oral and Written Exercises *

I

Turn to page 42.

Answer the following questions about the picture on that page:

1. What do you see in the foreground?
2. What do you see in the background?
3. What season of the year is it? How do you know?
4. Are the boys in the picture the same age? How do you know?
5. How are the boys dressed?
6. What are they doing?
7. What do we mean by the foreground of a picture?
8. What do we mean by the background of a picture?

II

Look on page 2.

Write the answers to questions 1, 4, 5, 6, 7, 9, and 11.

* All exercises in the book are merely suggested. They are also intended to be suggestive or illustrative only and may be modified in any way necessary to meet the needs of individual classes. They may be used for seat work or for home work, whichever is desired.

ENGLISH STEP BY STEP

SECOND LANGUAGE LESSON

Paragraph Study. Review of Capitals and Punctuation Marks

Read the following story :

THE LION AND THE MOUSE

One hot day in summer a great, fierce lion lay asleep in the woods. Near him, playing about in the thick grass, was a tiny mouse.

In her play the little mouse ran across the face of the lion. The lion woke with a roar and caught the poor little mouse in his strong paw. He was about to crush her to death, but the little mouse begged him not to kill her. She told him that if he would let her go she would some day save his life in return. The lion laughed at this thought, but he let the little mouse go.

About what two animals is the story told?

What does the first paragraph tell us?

What does the second paragraph tell us?

You will notice that each paragraph begins on a new line. The space left at the beginning of each paragraph is called the *paragraph margin*. The space left between the other lines and the edge of the book or paper is called the *general margin*.

With what kind of letter does each new sentence begin?

What mark is placed at the end of each statement?

What mark is placed at the end of sentence 8 on page 1?

Remember : We write a letter or a paragraph as follows :

1. We leave a general margin and a paragraph margin.
2. We begin with a capital the first word of every sentence.
3. We place a period after every statement.
4. We place a question mark after every question.

Now turn to page 7.

In sentence 2 what word besides the first word begins with a capital? Why? (See page 281, rule 4.)

Turn to page 23. Read sentence 1.

You will notice that two short forms have been used : *Mr.* for *Mister*, and *Mrs.* for *Mistress*. What mark has been placed after each of these short forms? Short forms of words are called *abbreviations*, and a period must always be placed after them. Why are capitals used in writing these words, *Mr.* and *Mrs. Taylor*? (See page 281, rule 2.) What other words in sentence 1 begin with capitals? Why? (See page 281, rule 3.)

Remember :

1. We begin with a capital the name of each day of the week.
2. We begin with a capital the name of each month of the year.
3. We begin with a capital the name of a person.
4. We place a period after every abbreviation.

Oral and Written Exercises

I

Turn to page 281 and copy the first five rules for capitals. Learn these rules.

II

Turn to page 282 and copy the first three rules for punctuation. Learn these rules.

III

What is meant by *general margin*? by *paragraph margin*?

ORAL COMPOSITION

Read again the story on page 4.

About what two animals is the story told?

Where were these two animals?

Which paragraph tells us these things?

What did the mouse do?

What did the lion do?

Why did not the lion kill the mouse?

What promise did the mouse make that amused the lion?

Which paragraph tells us these things?

Now tell the class the story of "The Lion and the Mouse."

See if you can tell your classmates a similar story about two other animals. Suppose, for example, that a fox found in the woods a crow with an injured wing. Tell what might happen.

A soft answer turneth away wrath.

SECOND WEEK

A DAY IN SCHOOL²

1. Do the children in your class like to study arithmetic?

2. Last Monday our teacher gave us a review in addition and subtraction.

3. We found the sum of two numbers, and then we found their difference.

4. On Tuesday we had problems in division which we could do easily.

5. Our teacher taught us that the number to be divided is the dividend, and that the answer is the quotient.

6. On Wednesday we learned that the divisor is the number by which we divide.

7. Louise, Bessie, and I like to prove our examples, to find out whether they are right or wrong.

8. We are working very hard because next week we expect to begin to study fractions.

SPELLING

stud'y	sum	di vid'ed	Lou ise'
a rith'me tic	dif'fer ence	div'i dend	Bes'sie
re view'	prob'lems	quo'tient	prove
ad di'tion	di vi'sion	learned	ex pect'
sub trac'tion	eas'i ly	di vi'sor	frac'tions



FIRST LANGUAGE LESSON

Use of the Hyphen

Read the following paragraph :

It was half past eight, and the children were coming to school. There were thirty-five children in the class. After the roll call the lessons began. The children liked all the lessons, but most of the class liked examples in arithmetic best of all. Several pupils worked difficult examples on the blackboard. After they had done their work correctly, their good-natured teacher gave them a five-minute recess.

Is the entire word *arithmetic* written on one line?
Why not?

Is the entire word *examples* written on one line?
Why not?

How do we know that the parts of these words are to be joined?

You have learned that the little mark used when a word is broken at the end of a line is called a *hyphen*.

Whenever there is not room enough for the whole word at the end of a line, we may write a part of it on the next line, provided we use the hyphen as you see it used in this lesson.

You will have noticed that many of the words in your spelling lessons have been divided into parts. Each of these parts is called a *syllable*.

Look at the words *arithmetic* and *examples* and see where the hyphen has been placed. You will see that it has been placed between two syllables.

Remember:

1. Words may be divided *only* between syllables.
2. Words of *one* syllable should *never* be broken at the end of a line.

In what other words in the sentences on page 9 are there hyphens?

What two words are used in *thirty-five*? *good-natured*? *five-minute*? Words formed from two or more other words are called *compound* words. The two or more words that form a compound word are often joined by hyphens.

Remember:

1. The hyphen is used when a word of more than one syllable is broken at the end of a line.
2. The hyphen is often used to join the parts of compound words.

Oral and Written Exercises

I

In this week's dictation find ten words that have only one syllable and that must not be divided at the end of a line.

II

In this week's dictation find at least five words that have more than one syllable and that may be divided at the end of the line.

III

Study the words in the first two sentences on page 1 and make a list of those words that should not be divided at the end of a line.

IV

Study the words in the next three sentences on page 1 and make a list of those words that may be divided at the end of a line.

V

Take your readers and see if you can find five words in which hyphens have been used. Give the reason for the use of each hyphen.

SECOND LANGUAGE LESSON

Plurals in *s* *^a

Read the following sentences :

1. Today my lesson in arithmetic is easy.
2. The example is very short.
3. The answer is sure to be right.
4. My lessons in arithmetic are not always easy.
5. The examples are not always short.
6. My answers are sometimes wrong.

About how many lessons are we speaking in sentence 1 above?

About how many examples are we speaking in sentence 2?

About how many answers are we speaking in sentence 3?

In sentence 4 are we speaking of one lesson or more than one? What letter do we add to *lesson*?

* Reference to language games are given by means of letters. The first language game (a) may be found on page 331.

In sentence 5 are we speaking of one example or more than one? What letter do we add to *example*?

In sentence 6 are we speaking of one answer or more than one? What letter do we add to *answer*?

Let us put these words in lists, like this:

ONE	MORE THAN ONE
lesson	lessons
example	examples
answer	answers

Remember: When we speak of more than one, we often add *s*.

Written Exercises

I

Draw a line down the center of your paper. Over the left half write the heading *One*. Over the right half write the heading *More than One*. Under the heading *One* copy the following words: *lion, paw, picture, beast, page, face, thought, animal, number, fraction*.

Under the other heading write the same words as they should be written if you mean more than one.

II

In the following sentence fill in the correct forms of *lip, eye, ear, hand*:

I have two _____, two _____, two _____, and two _____.

What letter did you add to each word?

ORAL COMPOSITION

Turn to page 4 and read again the story "The Lion and the Mouse."

Answer the questions you find on page 6.

Now tell the story of "The Lion and the Mouse."

Some of you may be able to tell a similar story about "The Fox and the Crow," or about any other animals or birds.

WRITTEN COMPOSITION

Try to write the story of "The Lion and the Mouse." Some of you may prefer to write about other animals, or about "The Fox and the Crow."

Ask your teacher to write on the blackboard any words which you are not sure that you can spell.

Remember to leave the correct margins.

Well begun is half done.



THIRD WEEK

A BRAVE GIRL

1. Have you ever heard the story of **Grace Darling**?
2. Her father was the keeper of a lighthouse which was built on an island.
3. One day in September a fierce gale was blowing along the coast.
4. The storm had driven a small vessel too near the shore, and the little ship had been broken in two on the rocks.
5. Mr. Darling and his daughter, seeing the half-drowned sailors on the wreck, longed to save them.
6. As Grace said she would help, these two brave people got into their boat and tried to reach the wreck.
7. The boat was almost dashed to pieces by the angry waves, but Grace and her father kept on rowing till they reached the vessel.
8. With the help of the brave girl, every sailor was rescued and was taken to the lighthouse in safety.

SPELLING

Grace	gale	daugh'ter	dashed
Dar'ling	blow'ing	half'-drowned'	waves
light'house'	coast	sail'ors	row'ing
built	driv'en	wreck	res'cued
is'land	ves'sel	boat	safe'ty

FIRST LANGUAGE LESSON

A Friendly Letter

Read the following letter :

124 Cedar Street
Stony Brook, Ohio
September 20, 1926

Dear John,

All the boys in my class went out last Saturday with our teacher, Mr. White. We had a fine time. I must tell you about it.

We rowed across the bay to an island where there was a big lighthouse. While we ate our lunch, Mr. White read us a story about a brave girl named Grace Darling. She lived in a lighthouse. One day she helped her father to rescue some half-drowned sailors from a wreck. What do you think of that?

Your friend
Arthur

Who wrote this letter?

To whom did he write it? How do you know? The line *Dear John* is called the greeting, or *salutation*, because Arthur is greeting, or saluting, John.

When did Arthur write the letter? What name is given to the part of the letter in which Arthur has written his address and the date? If you have forgotten, look at the model on page 291.

What name is given to the part of the letter which tells the news? (See page 290.)

What news is told in Arthur's letter?

What did Arthur say in the first paragraph? in the second? Notice where each paragraph begins.

What name is given to the line *Your friend*? (See page 290.)

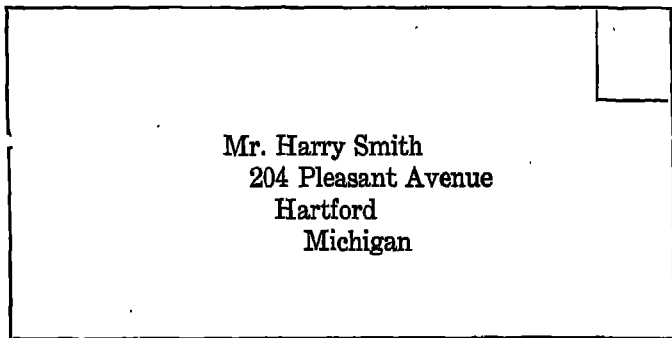
Where did Arthur sign his name? His name is called the *signature*.

Now name the five parts of a friendly letter.

Give the reasons for the periods used in the first paragraph of the letter.

Give the reasons for the capitals used in the second paragraph.

Here is a drawing which represents an envelope:



The boy to whom Arthur has written the letter is named John R. Brooks. He lives at 15 Irving Place, Frankfort, Kentucky. Draw an envelope and address it to him.

Written Exercises**I**

Copy Arthur's letter, or write it from dictation.

II

Write your own address and today's date as a heading for a letter. Use a friend's name for the salutation.

For the body of the letter draw lines representing two paragraphs, but do not write the paragraphs.

Write your closing line and your own signature.

Compare what you have written with page 291 and see if you know just how a letter should be arranged.

III

Draw an envelope and address it to your friend.

SECOND LANGUAGE LESSON

Sentences: Complete Subject and Complete Predicate

Read the following :

1. Grace Darling lived in a lighthouse.
2. The lighthouse was built on an island.
3. A fierce gale was blowing along the coast.
4. The storm drove a small vessel on the rocks.
5. The vessel broke into two pieces.
6. Mr. Darling and Grace rowed to the wreck.
7. Mr. Darling saw the half-drowned sailors on the wreck.
8. The angry waves almost dashed the boat to pieces.
9. The sailors got into the boat.
10. Grace and her father rowed them back to the lighthouse in safety.

In sentence 1 about whom are we speaking? What do we say about Grace Darling?

In sentence 2 about what are we speaking? What do we say about the lighthouse?

In sentence 3 about what are we speaking? What do we say about the gale?

Answer in the same way about sentences 4 and 5.³

Let us arrange our answers on the blackboard. Notice what we write above each column:

THE PERSON OR THING
SPOKEN ABOUT

1. Grace Darling
2. The lighthouse
3. A fierce gale
4. The storm
5. The vessel

WHAT IS SAID ABOUT THE PERSON
OR THING

lived in a lighthouse.
was built on an island.
was blowing along the coast.
drove a small vessel on the rocks.
broke into two pieces.

Now let us read the first line we wrote in the first column. Does the line tell us anything about Grace Darling? Does the line by itself make sense? What else must we read if we wish to know something about Grace Darling?

Now read by itself the first line in the second column. Does that line tell us who lived in the lighthouse? Does that line by itself make sense? What else must we read if we wish to know who lived in a lighthouse?

If we read together the *two* groups of words which we have just read separately, we shall find that we know something about Grace Darling, and that we

also know who lived in the lighthouse. These groups of words taken together have made sense. They have formed a *sentence*.

Remember: A sentence is a group of words which makes complete sense.^b

Now read sentences 6, 7, 8, 9, and 10, at the beginning of this lesson. See if you can divide each of those sentences so as to name in the left-hand column the person or thing about whom we are speaking, and in the right-hand column place what we say about that person or thing.

Into how many parts did you divide each sentence?

What is the heading of each column?

There is a shorter way to write the headings of the columns. We may write as the heading of the first column the word *Subject*. We may write as the heading of the second column the word *Predicate*.⁴

Remember:

1. Every sentence must have two parts, a subject and a predicate.

2. The person or thing spoken about is called the *subject* of the sentence.

3. What is said about the subject is called the *predicate* of the sentence.

Oral and Written Exercises

I

What is a sentence?

How many parts must every sentence have? Name the two parts.

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

II

From the following select the groups of words which are sentences, telling why you think they are sentences :

1. In the storm.
2. Grace Darling was a brave girl.
3. Saw a boat.
4. Heard a noise.
5. The vessel was on the rocks.

III

Here are two columns containing subjects and predicates. See if you can fit them together so as to make sensible sentences.

SUBJECT	PREDICATE
1. Grace Darling	had a great many figures.
2. The children	was blowing along the coast.
3. The dividends in our ex- amples	were rescued.
4. A fierce gale	lived in a lighthouse.
5. The half-drowned sailors	almost dashed their boat in pieces.
6. The angry waves	caught the little mouse.
7. The fierce lion	learned to prove their exam- ples.

IV

Write five sentences.

Make two columns. In the left-hand column write the subjects of the sentences. In the right-hand column write the predicates.

ORAL COMPOSITION

On page 16 we studied the letter which Arthur wrote to John.

Let us read the body of the letter again.

About whom is the letter written?

In which paragraph are they named?

Where did these people go?

What did they do?

In which paragraph is this told?

Pretend that you are going to write to a friend of yours to tell him what happened last Saturday. Tell what you will say in the body of the letter.

Where there is a will, there is a way.
--

FOURTH WEEK

AT THE SEASHORE

1. Mr. and Mrs. Taylor often took their whole family to the seashore during the holiday months of July and August.

2. The boys believed that no sports could be more pleasant than swimming and boating.

3. They had a small canoe, in which they paddled about in the bay until they were as brown as Indians.

4. The boys liked, also, to drive about the shady country roads.

5. Last Thursday their mother invited some friends to join them in a picnic on the beach.

6. Was it not fun to run along the beach gathering driftwood for the fire?

7. The frying-pan was put on the fire, and soon the slices of bacon were ready for the hungry children.

8. After supper the boys played baseball, and then the merry party drove home.

SPELLING

whole	ca noe'	in vit'ed	fry'ing-pan'
dur'ing	pad'dled	pic'nic	slic'es
be lieved'	In'di ans	beach	ba'con
sports	drive	gath'er ing	sup'per
swim'ming	shad'y	drift'wood'	base'ball'



FIRST LANGUAGE LESSON

Contractions

Read the following sentences :

1. Mr. and Mrs. Taylor *don't* like to remain in the city during the summer.
2. It *isn't* pleasant in the city in July and August.
3. There *aren't* many things to do in the city in the summer.
4. One *can't* go swimming and boating in the city, and *besides* one *doesn't* enjoy the heat and dust.
5. *Wasn't* it lovely at the seashore last summer?

Reread sentence 1 and use two words in place of *don't*.

Now reread each of the other sentences, using two words in place of each word in italic.⁵

If we write *don't* in place of *do not*, which letter has been left out?

Notice the little mark placed between the *n* and the *t* in *don't*. Such a mark is called an *apostrophe*. It is used in short forms of this kind to show that something has been left out.

Here is a list of the words in italic in the sentences above, together with a list of their meanings. Study them and tell what letter or letters are left out in each one of the short forms :

don't	do not	can't	cannot
isn't	is not	doesn't	does not
aren't	are not	wasn't	was not

Such short forms are called *contractions*, and there are many of them.

Remember: The apostrophe is always used in contractions to show that something has been left out, or *omitted*. The apostrophe must always be put exactly in the right place; that is, just where the letter has been omitted.

Oral and Written Exercises

I

Copy the list of contractions just given. Be sure that the apostrophe is carefully made in the right place. Write the meaning opposite each contraction.

II

In the following sentences fill the blanks with *doesn't* or *don't*:

1. Mrs. Taylor _____ like the city.
2. The boys _____ wish to stay in the city.
3. I _____ want to go to the seashore.
4. Louise _____ know how to swim.

III

Read "The Frost," on pages 296 and 297. Make a list of the contractions in it. Write opposite each contraction the words that it stands for.

SECOND LANGUAGE LESSON

Plurals in *s* and *es*

Read the following sentences:

1. Mrs. Taylor wore an old dress to the picnic.
2. All her friends wore old dresses so that they might sit on the beach.

3. Beaches are sometimes wet, and good dresses may be spoiled.

4. There were several benches on the beach, but the boys liked to sit on the sand.

In sentence 1, at the bottom of page 26, about how many dresses are we speaking?

In sentence 2 are we speaking of one dress or of more than one? What letters do we add to *dress*?

In sentence 3 are we speaking of one beach or of more than one? What letters do we add to *beach*?

In sentence 4 are we speaking of one bench or of more than one? What letters do we add to *bench*?

We have already learned that when we speak of more than one, we often add *s* to the word. (See page 12.) We now see that we must sometimes add *es*.

Study the words given below. In the second column what letters have been added to each word?

ONE	MORE THAN ONE
dress	dresses
beach	beaches
bench	benches
class	classes
church	churches
peach	peaches
kiss	kisses

Words that mean *one* are said to be in the singular number. Words that mean *more than one* are said to be in the plural number. Instead of writing for the heading of the columns *One* and *More than One*, you may now write *Singular* and *Plural*.

Remember :

1. Words that mean *one* are said to be in the singular number.
2. Words that mean *more than one* are said to be in the plural number.
3. The plural of words is usually formed by adding *s* or *es* to the singular.

Oral and Written Exercises**I**

What do we sometimes add to words to express *more than one*?

II

In a column headed *Singular* write the following words: *box, match, kiss, bench, boss, beach, church, dish, glass, brush.*

Make a second column beside the first. Head this column *Plural*.

Write each of the words as it should be written to express *more than one*.

Which words are in the singular number?

Which words are in the plural number?

ORAL COMPOSITION

Turn to page 16 and read again the letter that Arthur wrote to John.

Pretend that you are one of the Taylor children, and that you are going to write to a friend to tell about the picnic on the beach.

Talk over with your classmates what you will say in the body of the letter.

WRITTEN COMPOSITION

Write your letter.

Use your own address and today's date. Be sure to arrange the parts of your letter correctly.

Ask your teacher to write on the blackboard any words which you are not sure that you can spell.

Enough is as good as a feast.

FIFTH WEEK *

Review of Spelling

1	2	3	4
fierce	stud'y	Grace	whole
a sleep'	a rith'me tic	Dar'ling	dur'ing
ti'ny	re view'	light'house'	be lieved'
mouse	ad'ition	built	sports
mov'ing	sub trac'tion	is'land	swim'ming
sleep'ing	sum	gale	ca noe'
beast	dif'fer ence	blow'ing	pad'dled
roar	prob'lems	coast	In'di ans
crushed	di vi'sion	driv'en	drive
death	eas'i ly	ves'sel	shad'y
begged	di vid'ed	daugh'ter	in vit'ed
saying	div'i dend	half'-drowned'	pic'nic
pos'si ble	quo'tient	sail'ors	beach
al lowed'	learned	wreck	gath'er ing
es cape'	di vi'sor	boat	drift'wood'
pic'ture	Lou ise'	dashed	fry'ing-pan'
page	Bes'sie	waves	slit'es
stand'ing	prove	row'ing	ba'con
wheth'er	ex pect'	res'cued	sup'per
chance	frac'tions	safe'ty	base'ball'

Dictation Exercises

I

While a fierce lion was lying asleep in the woods, a tiny mouse ran across his face and woke him.

* The teacher is requested to read the second general note on page 313, in which the lessons for the review weeks are explained.

II

When we study arithmetic, we review addition and subtraction, and we work problems in division. If we know the dividend and the quotient, we can find the divisor.

III

Mr. Darling and his daughter, Grace, lived in a lighthouse built on an island near the coast. The brave girl helped her father to rescue some half-drowned sailors when their vessel was wrecked.

IV

The whole Taylor family believed that there were no sports so pleasant as those to be found at the seashore. The boys paddled about in their canoe and went swimming every day.

FIRST LANGUAGE LESSON

Review of First and Second Weeks

Oral and Written Exercises

I

Turn to page 24.

What do you see in the foreground of the picture?
What are the boys doing?

What do you see in the background? Is the sea calm or angry?

II

Write five rules for the use of capitals. (See page 281.)

Write three rules for punctuation.

III

In what word in Exercise III on page 31 is a hyphen used?

What is this kind of word called? (See page 10.)

IV

Write a statement, using *lion* in the plural number.

Write a question, using *animal* in the plural number.

SECOND LANGUAGE LESSON

Review of Third and Fourth Weeks

Oral and Written Exercises

I

What are the names given to the parts of a friendly letter? (See page 290.)

Write your own address and today's date as you would write them in the heading of a letter.

Draw an envelope and address it to a friend of yours.

II

Select the complete subject and the complete predicate of each of the following sentences. Place the subjects and predicates in columns under the correct headings.

1. Mr. and Mrs. Taylor took their whole family to the seashore.
2. The boys paddled about in a small canoe.
3. They drove about the shady country roads.
4. The children gathered driftwood on the beach.
5. The boys played baseball after supper.

III

Read the following sentences :

1. *Does not* the wind blow fiercely?
2. The sailors *cannot* leave the wreck.
3. Grace Darling *is not* afraid of the storm.
4. She *was not* afraid to go in the boat with her father.

Write the short form for each of the words in italic in the sentences above.

What mark must be used in each contraction?

IV

Write the following words as they should be written in the singular number: *glasses, dresses, churches, matches, sashes.*

V

Fill the blank spaces in the columns below :

SINGULAR	PLURAL
-----	girls
friend	-----
watch	-----
-----	beaches
sailor	-----
-----	boats

VI

What is a sentence?

How many parts must every sentence have? (See page 20.)

What is meant by the *subject* of a sentence?

What is meant by the *predicate* of a sentence?

VII

From the following select the groups of words which are not sentences. Tell why they are not sentences.

1. In the school.
2. The children liked to go to the seashore.
3. The color of an Indian.
4. A tiny mouse.
5. Are you studying arithmetic?

ORAL COMPOSITION

Turn to page 15 and read again the story about Grace Darling.

Where did Grace Darling live?

What happened one day in September?

What did Grace Darling and her father see?

How did they try to help the sailors?

What happened to their boat?

How were the sailors saved?

Now tell the story in your own words.

* WRITTEN COMPOSITION

See if you can write two paragraphs about brave Grace Darling. The questions given above may help you to know what to say in each paragraph.

Ask your teacher to write on the blackboard any words which you are not sure that you can spell.

SIXTH WEEK

THE LION AND THE MOUSE (PART TWO)

1. Do you remember the story of the lion and his kindness to the little mouse?

2. In the forest where the lion lived there were hunters who were trying to kill or capture this fierce beast.

3. The hunters made a net of the strongest ropes and covered it with leaves.

4. The lion, being very weary, threw himself down to rest among the leaves, never dreaming that he was in a trap.

5. When the poor lion woke and found that he could not move, he raised his voice in a roar that sounded through the forest.

6. The little mouse heard the noise and ran straight to her helpless friend.

7. With her sharp teeth she gnawed and gnawed the cruel rope till it was cut through.

8. Don't you think the little mouse had shown that she had a loving, grateful heart?

SPELLING

re mem'ber

kind'ness

hunt'ers

try'ing

cap'ture

strong'est

be'ing

wea'ry

dream'ing

trap

raised

voice

sound'ed

straight

help'less

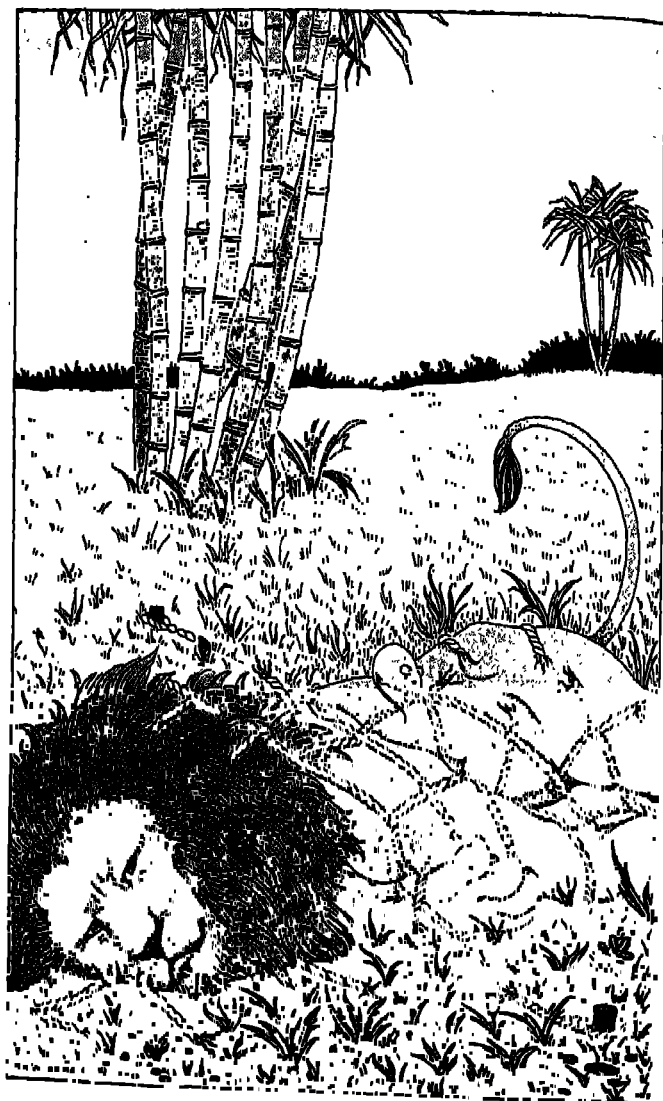
gnawed

cru'el

shown

lov'ing

grate'ful



FIRST LANGUAGE LESSON

Unbroken Quotations

Read the following sentences :⁶

1. The mouse said to the lion, " Keep still, and I will help you."
2. The lion replied, " What can a little thing like you do?"
3. " I can gnaw the cruel rope," answered the mouse.

In the first sentence who spoke to the lion? What did she say? Repeat the exact words.

Notice the little marks put before the word *Keep*.

What do they look like? Are they printed down on the line?

The marks look something like commas turned backward, and they are placed near the top of the *K*.

With what sort of letter does *Keep* begin?

The little marks and the capital letter are used to show that we are beginning to write the exact words of somebody.

Now look at the last word of sentence 1.

Notice the little marks after *you*. What do they look like? Just where are they placed?

Are they placed down on the line, where the period is?

They are used to show that we have finished writing the exact words of somebody.

The little marks before *Keep* and after *you* are called *quotation marks*. They are used to show that the exact words someone spoke have been repeated or quoted.

The words between the quotation marks make what we call a *quotation*.

In sentence 2 who spoke? What did he say?

In sentence 3 who spoke? What did she say?

Repeat the quotations in those two sentences.

With what kind of letter does each quotation begin?

Where are the quotation marks placed in sentence 2?
in sentence 3?

Notice the commas in these sentences.

Remember:

1. We use quotation marks to show that the *exact* words spoken by someone have been repeated.
2. We begin with a capital the first word of a quotation.

Oral and Written Exercises

I

Copy the following sentences and put in the quotation marks where they belong. Remember they must not be put down on the line like commas.⁷

1. Mrs. Taylor said, Let us go to the beach.
2. The boys replied, May we paddle about in our canoe when we get there?
3. The little mouse said, Please let me go.
4. Let us try to save those sailors, said brave Grace Darling.
5. The sea is very rough, but we will try, replied her father.

II

Turn to the poem called "Duty" on page 302 and see if you can find a quotation in the poem.

III

Turn to "The Frost" on pages 296 and 297 and see if you can find a quotation in that poem.

SECOND LANGUAGE LESSON

Paragraph Study

Read the following story :

THE LION AND THE MOUSE

One day a great, fierce lion was walking through the woods. He was very weary, and when he came to a soft bed of leaves he said to himself, "I'll lie down here and go to sleep." The lion lay down and went to sleep. After a while he woke and tried to get up. But the soft leaves covered a trap which some hunters had made of the strongest ropes, and the poor lion was caught fast. When he found that he couldn't move a step, he raised his voice in a roar which sounded through the forest.

Not far away, playing in the long, thick grass, was a little mouse whose life the lion had once spared. "Mr. Lion is in trouble. I must run to help him," cried she, when she heard his roar. Away ran the little mouse quickly to her friend. With her sharp teeth she gnawed and gnawed the cruel ropes till they were cut through and the lion was set free. The little mouse had been able to save the life of the great lion.

About what two animals is the story written?

Where was the lion? What did he do?

What happened to him?

Which paragraph tells these things?

- Where was the mouse?
What did she hear?
What did she do?
Why did she do it?
Which paragraph tells these things?
What quotations can you find in this story?
Who speaks in the first one? Where are the quotation marks placed?
Who speaks in the second one? Where are the quotation marks placed?
With what kind of letter must each quotation begin?
What contractions can you find in this story?
What abbreviation can you find in this story?
Why do we use capitals when we write *Mr. Lion*?
Which words in the story are written so as to express more than one? What letter is added to each of these words? In what number is a word which expresses more than one?

Written Exercises

I

Copy the contractions in the story given on page 39. Beside each contraction write the words for which it stands.

II

Copy the first paragraph of the story. Be sure to make the quotation marks correctly and in the right place.

Remember capitals and periods.

III

Copy the following sentences and put in the right marks. Do not forget the commas.

1. The lion cried, Come and help me.
2. I will come at once, answered the mouse.
3. I am in a trap, roared the lion.
4. I will gnaw the ropes and set you free, replied the mouse.

IV

Fill the blanks in the following :

SINGULAR	PLURAL
-----	voices
rope	-----
latch	-----
trap	-----
-----	friends

ORAL COMPOSITION

Read the story on page 39.

Answer the questions through the first four on page 40.

Now see if you can tell the story of "The Lion and the Mouse."

Some of you may be able to tell a similar story about two other animals or birds. Remember how the fox spared the life of the injured crow. The crow has a very harsh voice. How might she help the fox some day?

A friend in need is a friend indeed.



SEVENTH WEEK

JACK FROST

1. On a beautiful morning in December, during Christmas week, the children woke to find that Jack Frost had been busy all night.

2. He had painted the windows and had dressed the trees with diamonds.

3. Over the surface of the lake his magic fingers had spread a thick coat of ice as far as the eye could see.

4. "I'm going to skate," cried John, as he put on his jacket.

5. "I'll come, too," said Arthur, whose arms just wouldn't go into his sleeves.

6. "We can't wash this morning, for Jack Frost has broken our pitcher," cried Thomas.

7. The moment breakfast was over, the three little fellows ran across the porch and were off to the lake to skate.

8. The time passed quickly, and great was their surprise when they heard the dinner-bell ring.

SPELLING

beau'ti ful	sur'face	Ar'thur	mo'ment
Jack	mag'ic	whose	fel'laws
paint'ed	spread	sleeves	porch
dressed	thick	pitch'er	sur prise'
di'a monds	coat	Thom'as	din'ner-bell

FIRST LANGUAGE LESSON

Study of a Stanza

Read the following :

THE FROST

But he did one thing that was hardly fair, —
He peeped in the cupboard, and, finding there
That all had forgotten for him to prepare, —
 "Now, just to set them a-thinking,
I'll bite this basket of fruit," said he,
 "This costly pitcher I'll burst in three,
And the glass of water they've left for me,
 Shall '*tchick*'! to tell them I'm drinking."

Who is supposed to be speaking?

Repeat what he says. What did he bite? What did he break? What did he do to the glass of water?

What marks show you that someone's exact words are being repeated?

Where are these marks placed?

With what kind of letter does each line of the poem begin?

Turn to pages 296 and 297, where you will find the entire poem. Perhaps your teacher will read it to you.

In the first part of the poem who is supposed to be speaking?

In the second part of the poem where are we told that Jack Frost flew?

In the third part of the poem where are we told that he went?

In the fourth part of the poem what are we told that he did?

How many parts are there in this poem? Each of the parts is called a *stanza*.

How many lines are there in each of the stanzas?

Let us study the last stanza of the poem.

Which word in the second line sounds like *fair*?

Which word in the third line sounds like *fair*?

Words which sound alike are said to *rime*.

What other words in this stanza rime?

Does the fourth line of the stanza begin exactly under the third line? Where does it begin?

What other line in the poem begins a little to the right of the other lines?

Those lines in a poem which are begun a little to the right of the other lines are said to be *indented*.

Which lines are indented in each stanza of this poem? (See pages 296 and 297.) What do you notice about the riming of these indented lines?

On pages 298 and 299 look at the poem "Seven Times One."

With what kind of letter does each line of the poem begin?

How many stanzas are there in the poem? Which lines in each stanza are indented? Which lines in each stanza rime?

Remember:

1. We begin with a capital the first word of every line of poetry.

2. Poems are often divided into *stanzas*.

3. Those words in a poem that sound alike are said to *rime*.
4. Lines begun a little to the right of the other lines in a stanza are said to be *indented*.

Written Exercises

I

Write the four things you were told to remember in today's lesson.

II

Copy the stanza in today's lesson, being careful to observe the general margin and to indent the proper lines.

III

Write one stanza from any other poem that you know. Compare what you have written with the printed stanza and then correct any mistakes you may have made.

IV

Write two words that rime with each of the following words: *night, lake, thought*.

SECOND LANGUAGE LESSON

Contractions^a

In which sentences on page 43 are there contractions? What is the name of the mark always used in contractions? Name these contractions.

What do you mean by a *contraction*?

What does each of the contractions on page 43 mean?

On page 44 what contractions do you find in the stanza?

Which of these is new to you?

Let us learn some others like *they've* :

I've	I have
we've	we have
you've	you have
they've	they have

What letters are omitted in each of the contractions above? From which word? Here are some other contractions to be learned :

I'm	I am	we're	we are	I'll	I will
he's	he is	you're	you are	he'll	he will
she's	she is	they're	they are	they'll	they will

What is omitted in each of the contractions given above?

Written Exercises

I

Copy all the contractions in this lesson, and beside each one write the meaning.

II

Write short sentences, using these contractions.

III

Last year you learned to use *is* when you spoke of *one* and *are* when you spoke of *more than one*. You learned, also, to use *are* with *you*. The same rules apply to *isn't* and *aren't*.

Fill the blanks below with *isn't* or *aren't*:

1. ----- John fond of skating?
2. ----- all boys fond of skating?
3. Arthur ----- ready to go.
4. ----- the children having a good time at the lake?
5. Dinner ----- ready yet.

ORAL COMPOSITION

Turn to page 39 and read again the story about "The Lion and the Mouse." Answer the questions through the fourth on page 40. Now see if you can tell your teacher this story.

Some of you may tell the story you have made about "The Fox and the Crow," or about any other animals or birds.

WRITTEN COMPOSITION

Try to write the story of "The Lion and the Mouse."

Some of you may prefer to write about "The Fox and the Crow," or about some other animals or birds.

Ask your teacher to write on the blackboard any words which you are not sure you can spell.

Be sure that your margins are correct. Remember capitals and periods.

A merry heart doeth good like a medicine.

EIGHTH WEEK

GOOD CITIZENS

1. Last Monday our teacher gave us a lesson on our duties as citizens.

2. She taught us that we must be truthful and obedient and polite to our parents.

3. Since our parents love us and supply us with food and clothing, isn't it right that we should love and obey them in return?

4. "I hope you'll remember to respect the aged and to be kind to the little ones too," said our teacher.

5. Since we're learning that we owe a duty to our school also, we try to take care of our school property.

6. Our classroom looks so bright and clean that we all take great pride in keeping it so.

7. We've formed a club in our class, and all the members must promise to do a kind act for someone daily.

8. On Fridays, when the club meets, the members make their reports.

SPELLING

du'ties
cit'i zens
truth'ful
o be'dient
po lite'

since
sup ply'
re turn'
re spect'
a'ged

learn'g th
owe
du'ty
prop'er ty
pride

formed
club
mem'bers
dai'ly
re ports'



FIRST LANGUAGE LESSON

A Friendly Letter

Read the following letter :

15 Irving Place
Frankfort, Kentucky
October 3, 1926

Dear Arthur,

I was very glad to get your letter. I have read the story about Grace Darling. She was certainly a brave girl, wasn't she?

The boys in my class have formed a club, and we're all members of it. Each member has to promise to be a good citizen and to be helpful at home and at school. When we hold our meetings on Fridays, we make our reports. We've lots of fun. Why don't you form a club in your class?

Your friend
John

Who wrote the letter given above? To whom did he write it?

Had John ever received a letter from Arthur? How do you know?

How many paragraphs are there in the letter? What is told in each one?

Name the five parts of a friendly letter and tell where each should begin.

Give the reasons for the use of any three capitals in the letter on page 51.

What contractions are used in the letter? What do they mean? What is omitted from each one?

Give the reasons for the periods used in the letter.

What is meant by paragraph margin? by general margin?

Written Exercises

I

Copy, or write from dictation, John's letter to Arthur.

II

Draw an envelope and address it to Arthur. His name is Arthur E. Taylor. You will find his address on page 16.

III

Turn to page 18 and do Exercise II.

IV

Address an envelope to your mother.

V

Write the following dates, using the abbreviations for the names of the months:

YEAR	MONTH	DAY
1923	November	18
1923	December	12
1924	January	3
1924	February	27

SECOND LANGUAGE LESSON

Quotations, Contractions, Capitals, and Plurals

Study the sentences on page 49.

In which of the sentences do you find a quotation? Repeat the quotation. Whose words are being quoted? Where are the quotation marks placed? What quotations can you find in the sentences on page 43? Tell whose words are quoted in each one. Tell where the marks are placed. With what kind of letter does each quotation begin?

What contractions can you find on page 49? What does each one mean? What is omitted in each contraction? What contractions can you find on page 43? Tell the meaning of each one.

Tell the reasons for the capitals in sentence 1 and in sentence 8 on page 49. Tell the reasons for the capitals in sentence 1 on page 43.

What is the singular of *citizens*, *parents*, *members*?

What is the plural of *match*, *watch*, *kiss*?

How is the plural of the first group of words formed? of the second?

Written Exercises

I

Copy the following sentences, putting in the correct capitals and quotation marks:

1. John said to Arthur, will you join our club?
2. Arthur answered, we have a club in our own school, so I can't join yours.

II

Write two sentences, using a quotation in each one.
Be sure to make the quotation marks correctly.

III

Write the contractions for the following:

is not
cannot
you have

I will
we are
do not

IV

Write four rules for the use of capitals.

V

Fill the blanks in the columns below:

SINGULAR

church

class

PLURAL

doors

sashes

lessons

ORAL COMPOSITION

On page 51 we studied the letter which John wrote to Arthur.

Let us read the body of the letter again.

What does John say that makes you know he had had a letter from Arthur? In which paragraph does he say this?

What interesting thing have the boys in John's class done? When do they meet? What must each member of the club do? In which paragraph is all this told?

Some time ago (see page 29) you wrote a letter to a friend, telling about the picnic on the seashore. Now pretend that you are the friend who received that letter. Plan the answer that you are going to write. In the second paragraph be sure to give some interesting news. It need not be about a club. It may be about any of the following :

A game

A story you have read

An excursion

A visit

Something that happened at school

Actions speak louder than words.



NINTH WEEK

PLAYING SCHOOL

1. Lillian likes to play at being a teacher.
2. Last Friday afternoon she said to several of her playmates, "Let's play school, and I'll teach you about the subject and the predicate."
3. Lillian blew a whistle just as the teacher does, and the children marched into the make-believe school.
4. Lillian put into the lesson all that the teacher had taught about the sentence and about the singular and plural of words.
5. During the spelling lesson, it was fun to hear Lillian say, "Don't forget to separate your words correctly into syllables."
6. When that lesson was over, the children said they were too tired to play school any longer.
7. "Let's play that we're Indians going to scalp the white men," cried Arthur.
8. Andrew was chosen captain of the white men, and the two sides played at fighting for over an hour.

SPELLING

Lil'li an
sev'er al
play'mates'
sub'ject
pred'i cate

whis'tle
marched
sen'tence
sin'gu lar
plu'ral

spell'ing
for get'
sep'a rate
cor rect'ly
syl'la bles

scalp
An'drew
cho'sen
cap'tain
fight'ing

FIRST LANGUAGE LESSON

Sentence Study: Subjects and Predicates^d

Read the following sentences :

1. Lillian wanted to be a teacher.
2. Her playmates liked to play school.
3. Lillian blew the whistle very loudly.
4. The children came in quietly.
5. Lillian gave a lesson on singulars and plurals.

What is meant by the subject of a sentence? (See page 20.)

What is the subject of the first sentence above?

Give the subject of each of the other sentences.

What is meant by the predicate of a sentence? (See page 20.)

What is the predicate of the first sentence?

Name the predicate of each of the other sentences.

Make up sentences, using the following as subjects :

1. The captain of the white men
2. The children
3. The words in my lesson

Make up sentences, using the following as predicates :

1. knew how to spell.
2. were very tired.
3. could blow a whistle.

Oral and Written Exercises

I

What is a sentence? (See page 20.)

How many parts must every sentence have?

II

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

III

Here are two columns containing subjects and predicates. See if you can fit them together so as to make sensible sentences.

SUBJECT	PREDICATE
1. The Indians	can be separated into syllables.
2. The words in my spelling lesson	liked to swim.
3. Jack Frost	took the boys to the beach.
4. The trap in the forest	could be paddled easily.
5. The sharp teeth of the mouse	taught the children subjects and predicates.
6. The teacher	tried to capture the lion.
7. The hunters	gnawed the cruel ropes.
8. Mrs. Taylor	was made of strong ropes.
9. The two boys	dressed the trees with diamonds.
10. The canoe	used to scalp people.

IV

Copy the following sentences. Draw one line under the subject and two lines under the predicate of each sentence.

1. The little mouse heard the roar of the lion.
2. The weary lion was resting among the leaves.
3. Arthur and Jack were skating on the lake.
4. The pitcher of water was broken by Jack Frost.
5. John told Arthur about the meetings of the club.
6. Arthur liked the story about Grace Darling.

V

From the following groups of words select the sentences.

1. The spelling lesson.
2. During the afternoon.
3. Andrew was the captain of the white men.
4. The whistle.
5. Lillian liked to play school.
6. The bird on the fence.
7. The boys skated on the lake.

VI

Write five sentences. Draw one line under the subject and two lines under the predicate of each sentence.

VII

Write three sentences containing quotations. Be sure to make the marks correctly. Remember the capitals.

VIII

Write a list of the contractions found on page 57. Beside each contraction write the meaning.

SECOND LANGUAGE LESSON

Forms of Throw, Blow, Fly, and Know

Read the following sentences :

1. Every day after school the children throw their balls to each other.
2. Andrew threw his ball to Arthur yesterday.
3. Andrew has thrown his ball to Arthur many times.

In sentence 1 do we refer to present time or to past time? How do you know? What word is used to tell what the children do?

In sentence 2 do we refer to present time or to past time? How do you know? Do we use *throw* or *threw*?

In sentence 3 what *helping word* is used? What word do we use instead of either *throw* or *threw*?

Let us arrange these words in columns:

PRESENT TIME	PAST TIME	WITH HELPING WORDS *
throw	threw	thrown

Here are some other words that change their forms in almost the same way:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
blow	blew	blown
fly	flew	flown
know	knew	known

Read the following sentences, which will show you how to use the words given above:

1. My teacher blows a whistle to call us into school.
2. She blew the whistle very loudly yesterday.
3. She has blown the same whistle all term.
4. In summer birds fly about in the sunshine.
5. Yesterday a pretty bird flew by our classroom window.
6. In winter we know that the birds have flown away.
7. John knows how to skate well.
8. He knew how to skate when he was a little boy.
9. He has known how to skate for a long time.

* By *helping words* we mean such words as *have, has, had, is, was, and were*.

Oral and Written Exercises

I

In the following sentences fill the blanks with correct forms of *blow*, *throw*, *fly*, or *know*:

1. Yesterday I ----- my new whistle.
2. Andrew has ----- his ball over the wall.
3. All summer, butterflies have ----- about in my garden.
4. Every day our teacher ----- a whistle to let us know that it is time to come in.
5. Have you ever ----- a whistle?
6. While we were playing, Andrew and Arthur ----- their balls to each other.
7. Yesterday Lillian ----- all her lessons.

II

Write a sentence, using *fly* correctly.

Write a sentence, using *thrown* correctly.

Write a sentence, using *blow* correctly.

Write a sentence, using *known* correctly.

ORAL COMPOSITION

Turn to page 51 and read again the letter that John wrote to Arthur.

Some time ago you pretended that you were one of the Taylor children, and you wrote to a friend about the picnic on the seashore. Last week you pretended that you were the friend who received that letter, and you planned your answer. Tell your classmates what you are going to say.

WRITTEN COMPOSITION

Now write your letter. Use your friend's address and today's date for the heading. Be sure to arrange the parts of the letter correctly. Ask your teacher to spell any words of which you are not sure.

Draw an envelope and address it to the person to whom you have written. You used your own address when you wrote the letter pretending that you were one of the Taylor children. What address will have to be written on this envelope?

No one knows what he can do till he tries.

TENTH WEEK

Review of Spelling

1	2	3	4
re mem'ber	beau'ti ful	du'ties	Lil'i an
kind'ness	Jack	cit'i zens	sev'er al
hunt'ers	paint'ed	truth'ful	play'mates
try'ing	dressed	o be'di ent	sub'ject
cap'ture	di'a monds	po lite'	pred'i cate
strong'est	sur'face	since	whis'tle
be'ing	mag'ic	sup ply'	marched
wea'ry	spread	re turn'	sen'tence
dream'ing	thick	re spect'	sin'gu lar
trap	coat	a'ged	plu'ral
raised	Ar'thur	learn'ing	spell'ing
voice	whose	owe	for get'
sound'ed	sleeves	du'ty	sep'a rate
straight	pitch'er	prop'er ty	cor rect'ly
help'less	Thom'as	pride	syl'la bles
gnawed	mo'ment	formed	scalp
cru'el	fel'lows	club	An'drew
shown	porch	mem'bers	cho'sen
lov'ing	sur prise'	dai'ly	cap'tain
grate'ful	din'ner-bell'	re ports'	fight'ing

Dictation Exercises

I

The hunters made a trap of the strongest ropes to try to capture the lion. The grateful mouse gnawed the cruel rope with her sharp teeth and set her friend free.

II

Jack Frost painted the windows and dressed the trees with beautiful diamonds. The boys cried, "We'll go skating. There is a thick coat of ice on the lake."

III

The children are being taught to be good citizens. They are learning to be truthful and obedient and polite. They know that they must respect the aged and be kind to the little ones.

IV

Our teacher has taught us the singulars and plurals of words. She often says, also, "When you spell words, don't forget to separate them into syllables."

FIRST LANGUAGE LESSON

Review of Sixth and Seventh Weeks

Oral and Written Exercises

I

Read this stanza carefully :

THE OWL AND THE PUSSY-CAT

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat :
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,

"O lovely Pussy! O Pussy, my love!
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

Which lines rime? How are the riming lines in the stanza begun?

With what kind of letter does each line of the stanza begin? Why?

What name is given to the little line used in the word *Pussy-Cat*?

Why is the mark used in that word?

Find in the poem two other words in which it is used. What are such words called?

What words did the owl sing?

Were these his *exact* words? How do you know?

Where are the quotation marks placed?

II

Read the following sentences:

1. "You're not to play during schooltime," said the teacher to Jack.

2. "I can't learn this lesson," said Jack.

3. "The lesson isn't difficult. It's quite easy, and you'll succeed if you try hard," answered the teacher.

Make a list of the contractions in the sentences you have just read and write the meaning opposite each contraction.

What is the name of the mark used to show that letters have been omitted?

Where are the quotation marks put in sentence 1?
Why? Where are the quotation marks put in sentence 2? in sentence 3?

SECOND LANGUAGE LESSON

Review of Eighth and Ninth Weeks

Oral and Written Exercises

I

Fill the blanks below with correct forms of *throw*, *blow*, *fly*, *know*:

1. Yesterday some pretty birds ----- about in our garden.
2. The baby has ----- his cap away.
3. The boy ----- the whistle very loudly.
4. Have the birds ----- away yet?
5. Arthur ----- the ball to me yesterday afternoon.
6. Last week I ----- all my lessons.

II

Fill these blanks with correct forms of *write*. (See page 288.)

1. I ----- my spelling every day.
2. Last week we ----- twenty words.
3. Arthur has ----- them all correctly.

III

Select the subject and the predicate of each of the following sentences:

1. Our teacher teaches us our duties as citizens.
2. A club has been formed by the boys in our class.

3. The pitcher was broken by Jack Frost.
4. The hunters killed many lions.

IV

Make sentences by completing the following:

1. The trap in the forest
2. The lake
3. The boys of our class
4. The Indians
5. The sailors

What name is given to the part of a sentence that you added to each of the word-groups above?

V

Arrange a letter of two or three paragraphs. Indicate all the parts of the letter. Do not write the paragraphs but draw lines to represent them. (See the full directions in Exercise II on page 18.)

VI

Draw an envelope and address it to a friend.

VII

Write the plural of each of the following words: *school, class, citizen, whistle, patch.*

Write the singular of each of the following words: *boats, trees, captains, watches, diamonds.*

ORAL COMPOSITION

Turn to page 57 and read again the story entitled "Playing School."

What part did Lillian take?

What did she do?

What lessons did she teach?

What game did the children play next?

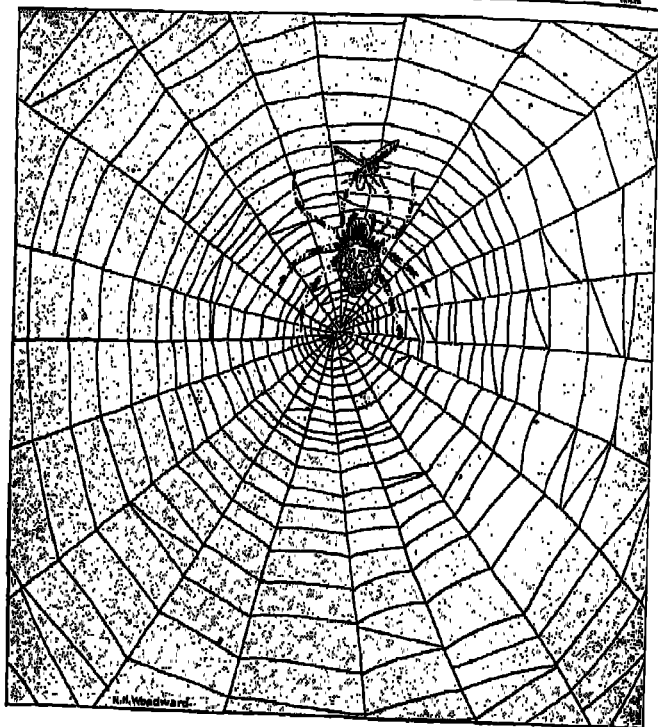
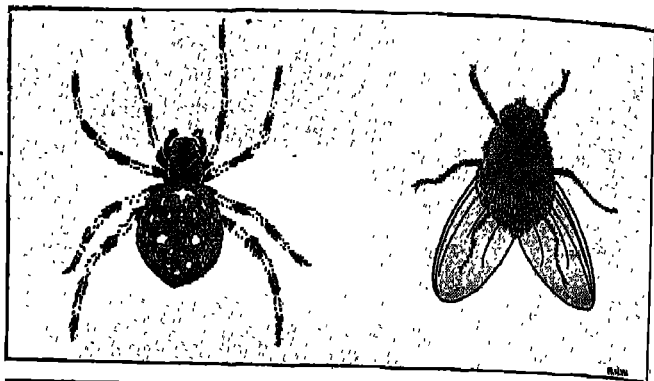
How did they play it?

Now tell how the children in the story spent last Friday afternoon.

*** WRITTEN COMPOSITION**

Write for your title "Playtime."

Write two paragraphs about the children. In the first paragraph tell how they played school. In the second paragraph tell how they played Indian.



ELEVENTH WEEK

THE SPIDER

1. "Have you ever seen the fine, silky cobwebs that hang in dusty corners of old buildings and sometimes in the corners of rooms?" asked our teacher one day.

2. When the spider spins cobwebs in the corners of our parlor, I like to watch him at work.

3. To spin his web he uses a sticky fluid which comes from six points on his back.

4. The fly is the prey of the spider, and if she comes too near his web he catches her and eats her for his dinner.

5. Most children think that the spider is an insect, but he is really different from true insects in several ways.

6. You will notice that he has eight legs, and insects have only six. He has no feelers at all, but insects have many feelers.

7. The body of the spider is divided into two parts, and the mother spider carries her eggs in a big white bundle.

8. When the young ones are hatched, they ride on the back of the mother spider till they are old enough to care for themselves.

ENGLISH STEP BY STEP

SPELLING

cob'webs'
cor'ners
build'ings
spi'der
par'lor

stick'y
flu'id
points
prey
catch'es

in'sect
re'al ly
dif'fer ent
no'tice
feel'ers

bod'y
car'ries
bun'dle
hatched
them selves'

FIRST LANGUAGE LESSON

Study of a Poem

Read the following poem :

THE SPIDER AND THE FLY

"Will you walk into my parlor?" said the spider to the fly,
" 'Tis the prettiest little parlor that ever you did spy;
The way into my parlor is up a winding stair,
And I have many curious things to show when you are
there."

"Oh, no, no," said the little fly; "to ask me is in vain,
For who goes up your winding stair can ne'er come down
again."

The spider turned him round about, and went into his den,
For well he knew the silly fly would soon come back again;
So he wove a subtle web in a little corner sly,
And set his table ready to dine upon the fly.

Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty fly with the pearl and silver
wing;

Your robes are green and purple; there's a crest upon
your head;

Your eyes are like the diamond bright, but mine are dull
as lead."

Alas, alas! how very soon this silly little fly,
Hearing his wily, flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer
drew, —

Thinking only of her brilliant eyes and green and purple
hue;

Thinking only of her crested head — poor foolish thing!

At last

Up jumped the cunning spider, and fiercely held her fast.

1. What invitation did the spider give to the fly?
2. What did the spider say he had in his parlor?
3. Did the fly accept the spider's invitation? Why not?
4. What did the spider do next?
5. How did he try to get the fly to come to him?
6. Did the spider really mean the words he sang?
7. What did the fly do when she heard the spider's song?
8. What happened to the fly?

What lesson can you learn from this story?

With what kind of letter does each line of the poem begin?

How many stanzas are there in the poem?

Which lines rhyme? Notice that when the lines rhyme in pairs they are not indented.

Oral and Written Exercises

I

How should each line of a poem begin? Write the rule.

II

What words in the poem rime with *fly*?

III

Copy the spider's song. (See the second stanza.)

Be sure to put the quotation marks in the right places and to begin each line correctly.

IV

Make a list of all the contractions used in the poem on pages 72 and 73. Beside each contraction write its meaning.

V

Write the plural of each of the following words:
spider, cobweb, parlor, wing, eye.

SECOND LANGUAGE LESSON

Sentence Study: Subjects and Predicates¹

Read the following sentences:

1. The spider spins cobwebs.
2. The cobwebs are spun by the spider in dusty corners of old buildings.
3. The six points on his back give out a sticky fluid.
4. The spider spins his web from this sticky fluid.
5. The fly is caught by the spider.
6. The spider then eats the fly for dinner.
7. The mother spider carries her eggs in a big white bundle.
8. The young ones are carried on the back of the mother spider.

What is a sentence? (See page 20.) How many parts must a sentence have?

What is the subject of sentence 1 on page 74?

What is the predicate of sentence 1?

What is meant by the subject? (See page 20.)

What is meant by the predicate? (See page 20.)

Now give the subject and the predicate of each of the other sentences.

Oral and Written Exercises

I

What is a sentence?

How many parts must there be in every sentence?

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

II

Here are two columns containing subjects and predicates. See if you can fit them together so as to make sensible sentences.

SUBJECT

1. The poem
2. The poor little fly
3. The winding stair
4. The body of the spider
5. The cunning spider

PREDICATE

- is the prey of the spider.
- is divided into two parts.
- caught the silly fly.
- is about the spider and the fly.
- led to the parlor of the spider.

III

Write five sentences, using some of the new words in this lesson. Draw one line under the subject and two lines under the predicate of each sentence.

IV

From the following select the groups of words that are sentences :

1. I like to watch spiders.
2. The prey of the spider.
3. In a big white bundle.
4. Has the spider any feelers?
5. A sticky fluid.

ORAL COMPOSITION

Read again the poem about "The Spider and the Fly."

Answer the first eight questions in the language lesson on page 73, and you will find that you have told the story. In your answers try to use some of the new words you have read in the poem.

Beauty is only skin-deep.

TWELFTH WEEK

THE INDIANS

1. Many years ago thousands of Indians roamed over the mountains and through the valleys of this great continent.

2. While the men went hunting, the women, or squaws, as they were called, did all the work.

3. Haven't you seen pictures of the wigwams or tents in which these wild people lived?

4. They painted their cheeks and foreheads, and the men wore headdresses made of feathers.

5. The weapons they used most were the tomahawk and the bow and arrow.

6. They did not remain long in any one place, but liked to go on journeys through the woods.

7. You may read in your history many of the stories which are told about the Indians.

8. When the white men came to our country, there were a great many Indians here, but now only a few live in the western and other states.

SPELLING

thou'sands	wig'wams	weap'ons	his'to ry
moun'tains	cheeks	tom'a hawk	sto'ries
val'leys	fore'heads	ar'row	few
con'ti nent	head'dress'es	re main'	west'ern
squaws	feath'ers	jour'neys	states



FIRST LANGUAGE LESSON

Plurals in *y*^s

In the story on page 77 find five words that are in the plural number.

How is the plural usually formed?

Let us study the following words which end in *y*:

SINGULAR	PLURAL
day	days
key	keys
boy	boys

In order to form the plural, what is added to *day*? to *key*? to *boy*?

In these words what letters does *y* follow?

Remember: When *y* at the end of a word follows *a*, *e*, or *o*, the plural is formed by adding *s*.

Here are some other words which end in *y*:

SINGULAR	PLURAL
baby	babies
lady	ladies
copy	copies

What letters does *y* follow in these words?

Is *y* used in the plurals of these words?

What letter is used instead of *y*?

After *y* is changed to *i*, what letters are added?

In sentence 7, on page 77, what word ends in *y* in the singular? How is the plural formed?

Remember: When *y* at the end of a word follows other letters than *a*, *e*, or *o*, the plural is formed by changing *y* to *i* and adding *es*.^a

ENGLISH STEP BY STEP

Written Exercises

I

Fill out the column under *Plural*:

SINGULAR	PLURAL
toy	
pony	-----
joy	-----
monkey	-----
berry	-----
donkey	-----
lily	-----

II

Fill out the column under *Singular*:

SINGULAR	PLURAL
-----	valleys
-----	stories
-----	journeys
-----	histories
-----	flies

III

Make a list of the other plurals in the lesson on page 77.

SECOND LANGUAGE LESSON

Forms of *Wear*, *Tear*, and *Swim* ^h

Read the following sentences:

1. Some Indians still wear headdresses made of feathers.
2. Indians always wore these headdresses in the olden days.
3. Indians have worn headdresses of feathers for many, many years.

Notice how we change the word which tells us what the Indians do.

In sentence 1, at the bottom of page 80, do we refer to present time or to past time? How do you know? What word do we use?

In sentence 2 do we refer to present time or to past time? What word do we use instead of *wear*?

In sentence 3 what *helping word* is used? What word do we use with *have*?

Now you see that we change the form of the word which tells what the Indians do according to whether we speak of present time or of past time, or whether we use helping words. It may be easier to remember these changes if we arrange the words in columns:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
wear	wore	worn

Here is another word which is changed in the same way:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
tear	tore	torn

Now read the following sentences and study the words in *italic*:

1. Most Indians still *swim* well.
2. Indians *swam* the rivers in the forests.
3. Indians have *swum* many of the rivers on this great continent.

These changes are not hard to remember:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
swim	swam	swum

Oral and Written Exercises

I

In the following sentences fill the blanks with correct forms of *wear*, *tear*, or *swim* :

1. In the olden days Indian squaws ----- dresses made of skins.
2. If you have ----- your dress, you must mend it.
3. Last Saturday I ----- across the river.
4. I have ----- this hat for a long time.

II

In three columns, under the correct headings, write the words you have just learned.

III

Write sentences, using each word correctly in present time, past time, and with helping words.

ORAL COMPOSITION

Turn to pages 72 and 73 and read once more the poem about "The Spider and the Fly."

Answer again the first eight questions on page 73.

Now tell the story which is told in the poem.

WRITTEN COMPOSITION

Try to write the story. Perhaps you can use some of the new words you found in the poem.

You cannot put the same shoe on every foot.

THIRTEENTH WEEK

ROBERT BRUCE AND THE SPIDER

1. Have you ever read any of the stories told about Robert Bruce, who at one time was king of Scotland?

2. England was at war with Scotland, and many severe battles were being fought.

3. After being defeated six times, Robert Bruce was forced to hide in the mountains.

4. One day as he lay in a hut, he happened to notice a spider weaving a web in a corner near the roof.

5. Six times the spider tried to throw his thread across to a beam, and six times his effort failed.

6. As the king watched the spider he said to himself, "If that spider tries a seventh time, I'll try again too."

7. Once more the spider threw his shining thread across, and this time with success.

8. Crying, "I, too, will try again," the king left the hut, gathered his army, fought another battle, and chased his enemies out of Scotland.

SPELLING

Scot'land
Eng'land
se vere'
bat'tles
fought

de feat'ed
forced
hap'pened
weav'ing
roof

throw
beam
ef'fort
failed
sev'enth

shin'ing
suc cess'
ar'my
chased
en'e mies



FIRST LANGUAGE LESSON

Capitals and Abbreviations

Read the following sentences :

The country called Scotland is north of England. Robert Bruce therefore drove his enemies to the south.

What words in the first sentence begin with capitals? You have already learned that all names of persons begin with capitals. Notice now that names of countries, also, begin with capitals.

Remember this rule: We begin with a capital the name of a country or the name of a state.

The directions or points of the compass are north, south, east, and west. They are sometimes written in a shorter way. Notice that a capital is used, and that a period is placed after each abbreviation :

north	N.
south	S.
east	E.
west	W.

Here are some other abbreviations to be learned :

For *North America* we may write *N.A.*

For *South America* we may write *S.A.*

For *United States of America* we may write *U.S.A.*

Abbreviations of the names of some of the states are given on page 86. These are used in lists and sometimes in the headings of letters and in the addresses on envelopes.

For *Connecticut* we may write *Conn.*

For *Illinois* we may write *Ill.*

For *Georgia* we may write *Ga.*

For *Minnesota* we may write *Minn.*

For *Virginia* we may write *Va.*

For *Maine* we may write *Me.*

For *North Carolina* we may write *N.C.*

For *South Carolina* we may write *S.C.*

For *New Hampshire* we may write *N.H.*

For *New York* we may write *N. Y.*

For *New Jersey* we may write *N.J.*

Written Exercises

I

Write the abbreviations for the names of ten of the states of our country.

Beside each abbreviation write the word for which it stands. Do not forget the capitals and periods.

II

Write the names of the months and the abbreviation of each of the longer names.

III

Write the names of the days of the week and the abbreviation of each name.

IV

Write the initials of two people whom you know.

V

Write the rules for the capitals used in the following sentence :

Robert Bruce lived in Scotland.

SECOND LANGUAGE LESSON

A Friendly Letter ¹⁰

Read the following letter :

12 Valley Road
Maplewood, Maine
December 16, 1926

Dear Alice,

You'll be sorry to hear that I've had a cold, and that Mother says I'm to stay in the house for several days.

I've just been reading a story about Robert Bruce. If it hadn't been for a little spider, he might never have chased his enemies out of Scotland. Have you ever read this story?

Your loving friend
Grace

How many paragraphs are there in this letter?

What does the first paragraph tell us?

What does the second paragraph tell us?

Why were they not written as one paragraph?

What mark is used at the end of the second paragraph? Why?

What contractions are used in this letter? Give the meaning of each one.

Tell what letter or letters are omitted in each contraction.

What mark is used in contractions? Why?

Grace's letter is to be sent to Alice C. Tucker, who lives at 27 Edgemere Avenue, Hartford, Conn. Draw an envelope and address it to her.

Turn to page 83.

Give the reasons for the capitals used in sentences 1 and 2 on that page.

Now give the reasons for the capitals used in Grace's letter.

Written Exercises

I

Copy Grace's letter or write it from dictation.

II

The name of the writer of the letter is Grace Elizabeth Carpenter.

Draw an envelope and address it to Grace. Where shall you find her address?

III

Write the following dates, using the abbreviations for the names of the months.

YEAR	MONTH	DAY
1918	March	13
1918	April	19
1920	October	25
1921	August	17

IV

Write the contractions for the following: *she does not, I will not, you have, they do not, they will, we are.*

V

In sentences 1 to 8, on page 83, find five words that are in the plural number. Make a list of these words, and beside each one write the same word in the singular number.

ORAL COMPOSITION

Turn to page 87.

Read the letter which Grace wrote to Alice.

What has recently happened to Grace that she thinks will be of interest to Alice? In which paragraph does she tell this?

How has Grace been spending her time? What is the story about? In which paragraph does she tell this?

Now pretend that you are Alice and that you have received this letter from Grace. Plan the answer that you are going to write to Grace.

Remember that you should first say something about the news given in Grace's letter, and then tell some interesting news about your own doings. Your news need not be about a story you have read. It may be about any of the following:

A party

A trip

A gift you have received

One of your pets

If at first you don't succeed, try, try again.
--



FOURTEENTH WEEK

BETTY AND HER VISITORS

1. Little Betty and her big brother, Peter, were spending the summer with their parents in the northern part of Maine.

2. "Let us take an Indian guide and go off for a whole day in the woods," said Mr. Brown.

3. After walking for about an hour, they came to a very old log-cabin on the bank of a mountain stream, across which a rough bridge of logs had been thrown.

4. "Let Father and me go fishing while Mother and Betty take care of the camp," said Peter, and off they went.

5. Along the path to the cabin came a hedgehog, and little Betty danced with delight.

6. "Isn't that a lovely squirrel?" she cried a minute later, as she watched a little brown fellow run up the tree beside her.

7. But her delight knew no bounds when a big moose deer and a great gray rabbit were the next visitors to the camp.

8. Pretty soon Mr. Brown and Peter and the guide came back with sixteen fine trout which they had caught, and didn't Betty have a lot to tell them?

SPELLING

Bet'ty	log-cab'in	path	bounds
Pe'ter	bridge	hedge'hog'	deer
spend'ing	thrown	danced	vis'i tors
Maine	fish'ing	squir'rel	six'teen
guide	camp	be side'	trout

FIRST LANGUAGE LESSON

Study of a Picture

Look at the picture facing page 91.

What season of the year is it? How do you know?

Of what is the little house built? What name is given to this kind of house?

What is the lady doing?

What is the little girl doing?

At what are they looking?

What do you see in the foreground at the left?

What do you see in the foreground at the right?

What has been placed across the stream?

What do you see in the background at the left?

What do you see in the background at the right?

What animals do you see in the picture?

Which are in the foreground?

Oral and Written Exercises

I

What is meant by the foreground of a picture?
(See page 3.)

What is meant by the background of a picture?
(See page 3.)

II

Turn to page 84. Look carefully at the picture and try to describe it.

III

Open your reader. Find a picture that you like and try to describe it.

IV

Write a paragraph describing the picture of "Betty and her Visitors."

SECOND LANGUAGE LESSON

Plurals in *f* and *fe*. Review of Other Plurals¹

Read the following sentences :

1. In the log-cabin several shelves had been built against the wall.
2. Something useful to campers had been placed on each shelf.
3. The Indian guide cooked the lunch for the campers.
4. He made the fire with some wood that he found in the cabin.
5. He split each trout in half.
6. He fried the halves in the frying-pan.
7. Mrs. Brown had taken knives and forks and plates and cups in a big basket.
8. She had brought three small loaves of bread and some butter.
9. Mrs. Brown cut each loaf with a sharp knife.
10. While the guide was cooking the lunch, the children gathered leaves and pine cones.
11. The guide told them that in the evening campers sometimes had to build a fire to keep wolves and foxes away from the camp.

12. Mr. and Mrs. Brown helped the Indian and the children to gather wood, to take the place of that which they had used.

13. Mr. Brown then told the children stories about the elves, or fairies, that some people think live in the woods.

In the first sentence on page 93 what word can you find that is in the plural number?

In which sentence has this word been used in the singular number? With what letter does it end?

What word in sentence 6 is in the plural number?

In which sentence has this word been used in the singular number? With what letter does it end?

What word in sentence 8 is in the plural number?

In which sentence has this word been used in the singular number? With what letter does it end?

Let us place these words in two columns and study them:

SINGULAR	PLURAL
shelf	shelves
half	halves
loaf	loaves

In forming the plural of each of these words, what letter has been changed? What two letters have been 'added'?

In the sentences on pages 93 and 94 find other words that form their plurals in the same way. Notice that *knife* ends in *fe* but forms its plural in the same way.

Remember: When the singular of a word ends in *f* or *fe*, the plural is often formed by changing the *f* or *fe* to *v* and adding *es*.

Written Exercises

I

Today you learned a new rule for forming the plural. Write this rule.

II

Remember the rule you have just learned and write the plurals of the following words: *leaf, half, wolf, self, life, wife, sheaf, thief, elf, calf*.

III

Read the sentences on pages 93 and 94 and write in a column other plurals that you find. Beside each one write the singular.

IV

Write the plurals of these words: *box, brush, branch, dress, birch, dish*. (See page 28.) Write the rule.

V

Write the plural of each of the following words: *family, fairy, story, city, penny*. (See page 79.) Write the rule.

VI

Write the plural of each of the following words: *key, boy, donkey, valley, toy, day*. Write the rule. (See page 79.)

ORAL COMPOSITION

Turn to page 87 and read again the letter that Grace wrote to Alice.

Last week you pretended that you were Alice, and

you planned your answer to Grace's letter. Talk over with your classmates what you are going to say in the body of your letter. Remember to make some remark about the news contained in Grace's letter before you give your own news.

For your news you may pretend that, like Betty, you have been in a camp in the woods, and you may tell about the visitors you had. Or you may pretend that, like Peter, you have been fishing, and you may tell about catching the trout.

WRITTEN COMPOSITION

Now write your letter to Grace.

You will find Alice's address on page 88. Use Alice's address and today's date for the heading of your letter. Arrange your letter in paragraphs like the letter on page 87. Ask your teacher to write on the blackboard any words you are not sure that you can spell.

Now draw an envelope and address it to Grace. Her full name is given on page 88. In writing her name, use the initial of her middle name. Where shall you find Grace's address?

Kindness brings its own reward.

FIFTEENTH WEEK

Review of Spelling

1	2	3	4
cob'webs'	thou'sands	Scot'land	Bet'ty
cor'ners	moun'tains	Eng'land	Pe'ter
build'ings	val'leys	se vere'	spend'ing
spi'der	con'ti nent	bat'tles	Maine
par'lor	squaws	fought	guide
stick'y	wig'wams	de feat'ed	log-cab'in
flu'id	cheeks	forced	bridge
points	fore'heads	hap'pened	thrown
prey	head'dress'es	weav'ing	fish'ing
catch'es	feath'ers	roof	camp
in'sect	weap'ons	throw	path
re'al ly	tom'a hawk	beam	hedge'hog'
dif'fer ent	ar'row	ef'fort	danced
no'tice	re main'	failed	squir'el
feel'ers	jour'neys	sev'enth	be side'
bod'y	his'to ry	shin'ing	bounds
car'ries	sto'ries	suc cess'	deer
bun'dle	few	ar'my	vis'i tors
hatched	west'ern	chased	six'teen
them selves'	states	en'e mies	trout

Dictation Exercises

I

Do you think the spider is an insect? It is really different from insects in several ways. It has eight legs and no feelers, and its body is divided into two parts.

II

There are many stories told about the Indians who used to roam over the mountains and through the valleys of this continent. They lived in wigwams. The squaws did the work while the men went hunting.

III

After Robert Bruce had been defeated six times, he was in a little hut where he noticed a spider. The spider tried seven times to throw its thread across to a beam. "I, too, will try a seventh time," said the king.

IV

Betty said to Mr. Brown, "We've had four visitors while you were fishing. A hedgehog and a squirrel and a rabbit and a mother deer came to the camp to see us."

FIRST LANGUAGE LESSON

Review of Eleventh and Twelfth Weeks

Oral and Written Exercises

I

Write the plural of *body*, *turkey*, *cherry*, and *way*.

Write the singular of each of the following words: *babies*, *boys*, *flies*, *monkeys*, *ladies*.

II

Under the headings *Present Time*, *Past Time*, *With Helping Words*, write the correct forms of *wear*, *tear*, and *swim*.

Write a sentence, using *wore* correctly.

Write a sentence, using *torn* correctly.

Write a sentence, using *swam* correctly.

III

Copy the following sentences. Draw one line under the subject and two lines under the predicate of each sentence.

1. The spider catches the poor fly.
2. The cobweb is spun by the spider.
3. A sticky fluid comes from six points on the back of the spider.
4. The Indians used tomahawks and bows and arrows.
5. Their cheeks and foreheads were painted.

IV

Make sentences by writing predicates for the following subjects :

1. The web of the spider -----
2. The king of Scotland -----
3. The visitors to the camp -----
4. A bridge of logs -----

V

Read the following stanza :

"Sweet creature," said the spider, "you're witty and
you're wise ;
How handsome are your gauzy wings, how brilliant are
your eyes !
I have a little looking-glass upon my parlor shelf ;
If you'll step in one moment, dear, you shall behold
yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And, bidding you good morning now, I'll call another day."

How must each line of a poem begin?

Which words in the stanza rhyme?

Write in a column the contractions used in the stanza. Beside each one write the meaning.

What compound word can you find in the stanza?

What mark is used in a compound word?

SECOND LANGUAGE LESSON

Review of Thirteenth and Fourteenth Weeks

Oral and Written Exercises

I

What are the points of the compass? Write the abbreviation for the name of each.

Write the abbreviations of *North America, United States of America, Virginia, Illinois, Maine.*

Write the rules for the capitals used in the following sentence:

I live in America.

II

Draw an envelope and address it to yourself.

Write today's date as you would write it in the heading of a letter.

Write the closing line that you would use if you were writing to your mother, to your aunt, to your cousin, to a friend.

III

Turn to page 78 and see if you can describe the picture you find on that page. Remember to use the words *foreground* and *background*.

IV

Write the plural of each of the following words: *sheaf, calf, thief, self, knife*.

Write the rule for the forming of these plurals. (See page 94.)

Write a list of the plurals you find in Exercise II at the top of page 98.

V

What is a sentence? (See page 20.) How many parts must every sentence have? What are they?

VI

From the following select the sentences:

1. Peter liked to go fishing.
2. In your history.
3. The cunning spider flattered the silly fly.
4. Many of the stories.
5. Through the woods.

ORAL COMPOSITION

Turn to page 91 and read again the story entitled "Betty and her Visitors."

Where did Betty spend the summer?

Who was with her?

Where did they all go one day?

What kind of house did they find?

After they reached the log-cabin, what did Peter and his father do?

What did Betty and her mother do?

What animals came to visit Betty and her mother?

Now tell the story.

* WRITTEN COMPOSITION

See if you can write two paragraphs about "Betty and her Visitors." The questions that you have just answered may help you to know what to say in each paragraph.

SIXTEENTH WEEK

KING ALFRED AND THE CAKES

1. Hundreds of years ago England was ruled by a brave and just king whose name was Alfred.
2. Those were bad times for the nation ; for a fierce, warlike people had invaded the country.
3. One day after King Alfred and his soldiers had been beaten in battle, the king was alone.
4. Coming to a woodcutter's cottage, he said to the woman there, "Will you give me something to eat?"
5. Thinking that he was a beggar, the woman replied, "I'll give you your supper if you'll watch my cakes carefully and keep them from burning."
6. The king agreed to do this. But thinking of his poor soldiers, he forgot the cakes and they were burned.
7. "If you're too lazy to work, neither shall you eat," cried the angry woman, looking at her cakes.
8. If she had known whom she was scolding so harshly, wouldn't she have been frightened?

SPELLING

ruled	sol'diers	beg'gar	nei'ther
Al'fred	beat'en	re plied'	known
those	wood'cut'ter	care'ful ly	scold'ing
na'tion	cot'tage	burn'ing	harsh'ly
in vad'ed	wom'an	a greed'	fright'ened



FIRST LANGUAGE LESSON

Paragraph Study

Read the following story :

KING ALFRED AND THE CAKES

Hundreds of years ago England was ruled by a great and just king whose name was Alfred. A fierce, warlike people had invaded the country, and many battles were being fought. After one of these battles, in which his soldiers had been beaten, the king found himself alone.

As the poor, weary king walked through the woods, he came to the cottage of a woodcutter. Seeing a woman in the doorway, he asked for food and shelter. The woman, thinking that he was a beggar, answered roughly, "If you'll watch my cakes and keep them from burning, I'll give you your supper."

The king agreed to watch the cakes and sat down by the fire. He began to think about his poor soldiers, and he forgot all about the cakes. When the woman saw that her cakes were burned, she was very angry and cried, "If you don't work, neither shall you eat, you lazy fellow! There'll be no supper for you." If she had known that she was scolding her king, wouldn't she have been frightened?

1. Who is the man about whom the story is told?
2. What was happening to his country, and why was he alone?
3. To what house did the king come?
4. What did he and the woman talk about?
5. What happened to the cakes?
6. What did the woman say?

Tell the reasons for some of the capitals used in the first paragraph.

What contractions can you find in the last paragraph? What does each one stand for?

What quotations can you find in the story?

What is meant by the general margin? the paragraph margin?

Written Exercises

I

Copy the first paragraph of the story on page 105.

II

Write the quotations you find in the story.

III

Write the plurals you find in the story.

IV

Write a rule for the use of capitals.

V

Write the contractions for the following:

you have
she will

we are
I am

does not
is not

there will
do not

SECOND LANGUAGE LESSON

It was I and Was it I?

Read the following sentences:

"It was I who burned the cakes," said King Alfred.

"It was I who told you to watch the cakes," said the woman.

"Who scolded the king so harshly?" the woodcutter asked his wife.

"It was I," his wife replied.

"Who was it that knocked at the door?" asked Mary.

"It was I," answered John.

"Who was it that was singing in the parlor?" asked Lillian.

"It was I," replied Ellen.

Notice that in all the sentences above *I* instead of *me* is used after *was*.

Oral and Written Exercises

I

In the following sentences sometimes *I* should be used and sometimes *me* should be used. Fill the blanks with the one which you think is correct.

1. The boy touched someone. Was it -----?
2. It was ----- that you touched.
3. "Someone pushed -----," said James.
4. "Was it ----- who pushed you?" asked John.
5. "It was not John. It was -----," said little Ruth.

II

Copy the following questions. Pretend that you have done all these things and write the correct answers.

1. Who spoke then? -----
2. Who broke the glass? -----
3. Who answered my question? -----
4. Who opened the window? -----
5. Who shut the door? -----

ORAL COMPOSITION

Turn to page 105 and read again the story of "King Alfred and the Cakes."

Answer the six questions on page 105, and you will find that you have told the story.

Strike while the iron is hot.

SEVENTEENTH WEEK

IN SCHOOL

1. Last Wednesday morning our teacher said, "During the next few days we shall repeat some of the work we have done this term."

2. "May we begin with either our memory gems or our spelling?" asked Charles.

3. Our teacher answered with a smile, "I'll dictate a letter to you first, but we shall take the memory gems second."

4. We wrote the letter, using our own addresses and the date for the heading.

5. Because two girls left no margin and forgot the closing line, they had to write their letters a second time.

6. On Thursday our music teacher praised all our songs except one which we hadn't learned well.

7. As we are to review geography tomorrow, this evening we must study the continents and oceans and cities.

8. On Friday afternoon, when three o'clock strikes, we shall be glad that our review week is over.

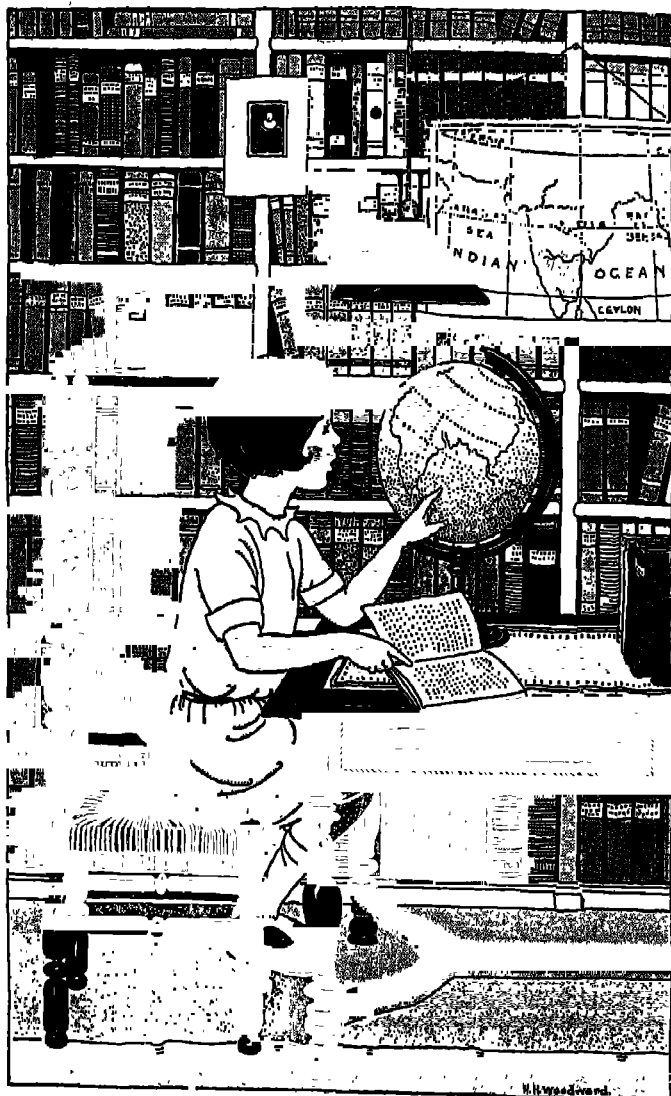
SPELLING

re peat'
term
ei'ther
mem'o ry
Charles

an'swered
dic'tate
sec'ond
ad dress'es
head'ing

mar'gin
clos'ing
mu'sic
praised
ex cept'

ge og'ra phy
eve'ning
cit'ies
o' clock'
strikes



FIRST LANGUAGE LESSON

Sentence Study: Subjects and Predicates*

What is a sentence? What two parts must every sentence have?

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

Read the following sentences. Name the subject and the predicate of each.

1. We reviewed our lessons last Wednesday.
2. I shall dictate a letter to you.
3. Many letters were written by the children.
4. Three children forgot the closing line of the letter.
5. Two girls left no margin.
6. Charles wrote his address carefully.
7. Spelling and memory gems were reviewed by the teacher.
8. The boys and girls like to study geography.
9. Our music teacher praised all our songs.
10. The clock has struck three.

Oral and Written Exercises

I

Write predicates for the following subjects:

1. The letters
2. The teacher
3. Poor Charles
4. All the children
5. Our geography lesson
6. The spelling lesson
7. Two girls

II

Write subjects for the following predicates :

1. ----- lived in England.
2. ----- were all burned.
3. ----- scolded the king harshly.
4. ----- knew the names of all the continents and oceans.
5. ----- strikes three.

III

Write two sentences. Draw one line under the subject and two lines under the predicate of each.

IV

From the following select the sentences :

1. Our memory gems.
2. The teacher dictated a letter to the class.
3. The boys in my class.
4. During the week.
5. Do you like to study geography?

SECOND LANGUAGE LESSON

Rule for Spelling

Read the following sentences :

"I think spelling is our most difficult lesson," said Charles to our teacher one day.

"Yes," said the teacher, "but spelling will be easier if you will learn some simple rules."

Let us study the following words and see if we can find out one of the rules which the teacher taught Charles :

FIRST GROUP			SECOND GROUP		
1	2	3	1	2	3
work	worker	workable	love	lover	lovable
teach	teacher	teachable	move	mover	movable
think	thinker	thinkable	use	user	usable
drink	drinker	drinkable	tame	tamer	tamable
eat	eater	eatable	live	liver	livable

THIRD GROUP

1	2	3
peace		peaceable
notice		noticeable
change		changeable
manage	manager	manageable

Look at the first group of words.

What is added to each word in the second column?
in the third column? Is the word itself changed?

Now look at the second group of words.

Pronounce the words in the first column.

With what letter does each word end?

Is this letter sounded when we pronounce the words?

We call a letter that is not sounded a *silent* letter.

Now study column 2 and column 3 in the second group. We have added *er* and *able* just as we did in the first group. What have we done with the silent *e* which we noticed in the first column of this group?

Now look at the third group, column 1.

With what two letters do the first two words end?
the next two?

Study the words in column 3 of the third group.
What has been done with the silent *e*?

Now we know the rule that the teacher taught Charles.

Remember :

1. Words ending in silent *e* drop the *e* when *er* or *able* is added to them.
2. Words ending in *ce* or *ge* keep the *e* when *able* is added to them.

Written Exercises

I

Copy the words in each of the three groups given on page 113.

II

Copy the rule for spelling these words and study it.

III

Write the following words as they should be written with *er* added to them : *lose, drive, dance, write, strike, make, take.*

IV

Write the following words as they should be written with *able* added to them : *trace, damage, sale, like, peace, notice, change, manage.*

ORAL COMPOSITION

Turn to page 105 and read again the story of "King Alfred and the Cakes."

Answer once more the six questions on that page.

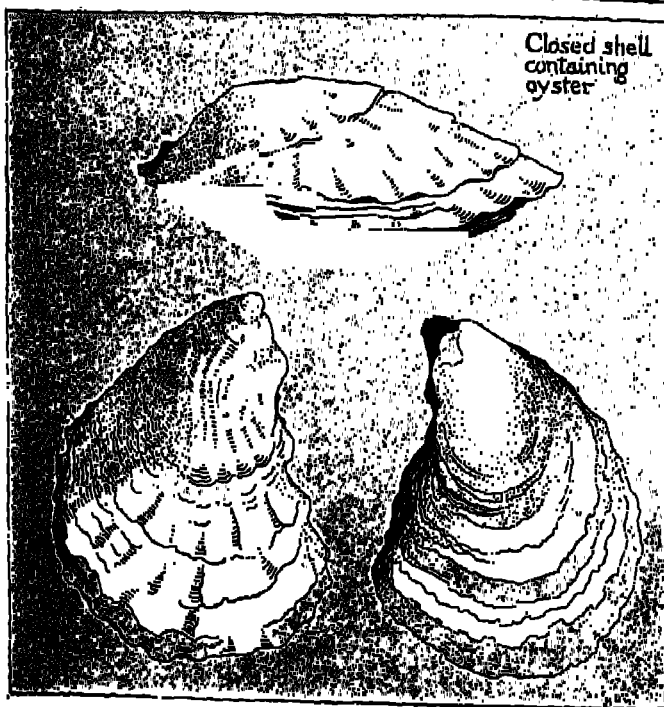
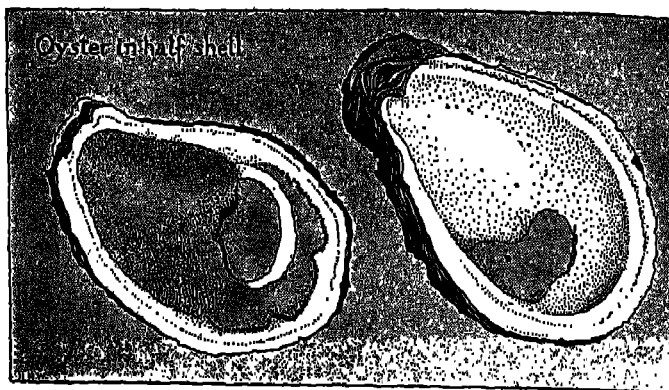
Now tell the story, using as many as you can of the new words you have learned.

WRITTEN COMPOSITION

Try to write the story of "King Alfred and the Cakes." Use as many as you can of the new words you have learned.

Do not forget the general margin and the paragraph margin.

The more haste, the less speed.



EIGHTEENTH WEEK

THE OYSTER

1. One day in July Robert asked his aunt to have oysters for lunch.

2. She smiled at her nephew and said, "Those who want shellfish now must eat clams instead of oysters."

3. Being surprised at this answer, Robert of course asked his aunt the reason.

4. Mrs. Smith said, "Oysters produce their eggs from the first of May to the last of August, and, therefore, they're never disturbed during the summer."

5. The body of the oyster is soft, but two hard shells joined together protect it.

6. Fastened to the sides of these shells is a strong muscle, by means of which the little creature opens and shuts them.

7. Oysters are found at the bottom of shallow bays along our coasts, and fishermen scoop them up with a sort of rake and send them to the markets.

8. Did you know that pearls are found in oysters?

SPELLING

oys'ters
neph'ew
shell'fish'
clams
in stead'

course
rea'son
pro duce'
there'fore
dis turbed'

joined
pro tect'
fas'tened
mus'cle
crea'ture

bot'tom
shal'low
fish'er men
scoop
pearls

FIRST LANGUAGE LESSON

A Friendly Letter ¹¹

Read the following letter :

231 Seventh Avenue
Galveston, Texas
July 20, 1926

Dear Uncle John :

Aunt Mary was very much pleased to receive your letter and to know that you are all enjoying your visit to the mountains.

It has been very hot in the city. Yesterday we went to the seashore. After a fine swim, we ate our dinner at one of the hotels. I wanted to eat oysters, but Aunt Mary said that because they are not in season now, we must have clams instead of oysters.

Your loving nephew
Robert

How many parts are there in the letter? Name them.

How many paragraphs are there in the letter?

Do you know whether or not the letter is an answer to one received? Which paragraph tells you this?

In which paragraph does Robert tell his own news?

What does he say in the second paragraph?

What is the relationship between Robert and the person to whom the letter is written? How do you know?

Has Robert signed his last name as well as his given name? Why not?

This letter is to be sent to Dr. John R. Jones, who is staying at Rosemary Cottage, Mountain View, New York. Draw an envelope and address it to him.

Turn to page 117.

Give the reason for each capital used in sentences 1, 2, and 4.

What contraction can you find on page 117? Tell where the apostrophe is placed.

What mark is used at the end of sentence 8? Why?

Written Exercises

I

Copy Robert's letter exactly, or write it from dictation.

II

Robert's last name is Baker. His letter tells you his address.

Draw an envelope and address it to him.

III

Write the following dates, using the abbreviations you have learned for the names of the months:

YEAR	MONTH	DAY
1923	February	23
1923	August	8
1924	March	10
1925	September	12
1925	December	25

IV

Write the contractions for the following: *I cannot, you must not, he will not, we are, he is, he does not, it is, she would, we have, you do not, there will.*

SECOND LANGUAGE LESSON

Review of Plurals¹

Turn to page 117 and read again the story on that page.

Tell the number of each of the following words: *aunt, oysters, dinner, clams, answer, reason, eggs, shells, muscle, sides, creature, bays, coasts, rake, markets, pearls, summer.*

Give the plural of each word that is singular.

Give the singular of each word that is plural.

Give the plural of each of the following words: *fish, church, watch, boss, kiss, glass, fox.* What is the rule?

Give the plural of each of the following words: *body, lady, fly, pony, sky.* What is the rule?

Give the plural of each of the following words: *knife, leaf, loaf, half, shelf.* What is the rule?

Now turn to page 109. Tell the number of each of the following words: *days, gems, letter, addresses, girls, margin, line, songs, cities, week.*

There are a few words that follow no regular rule in forming the plural. The word itself is changed. We call such plurals *irregular plurals*. You know most of them already. Here are some of them. Study them.

SINGULAR	PLURAL
man	men
woman	women
child	children
ox	oxen
tooth	teeth
foot	feet
goose	geese
mouse	mice

Written Exercises

I

In a column under the heading *Singular*, write the following words: *brush, day, baby, man, latch, key, sky, box, turkey, daisy, tooth, mouse, bench, donkey, story, party, goose, child, foot.*

Opposite each word write the plural in a column under the heading *Plural*.

II

Copy the following sentences and fill each blank with a word in the plural number:

1. Mrs. Brown has two
2. Oysters produce many during the summer.
3. If we want shellfish during the summer, we must eat instead of
4. The scoop up the oysters with rakes.
5. They send the oysters to the
6. Oysters have soft
7. The shell is divided into two
8. The two are joined by a strong muscle.
9. Oysters are found in shallow

ORAL COMPOSITION

Turn to page 118.

Read the letter which Robert wrote.

To whom is Robert writing?

What makes you know that Robert is replying to a letter received from Uncle John? In which paragraph does he say this?

To what interesting place had Robert and Aunt Mary gone? What did they do there? What did they have for dinner? In which paragraph is all this told?

Now pretend that you are writing to your uncle in answer to a letter that he wrote you.

Plan your letter.

In the second paragraph be sure to give some interesting news. It may be about any of the following:

A visit to a friend

A trip

An excursion

A story you have read

A party

Now tell what you are going to say in your letter.

Half a loaf is better than no bread.

NINETEENTH WEEK

A VISIT TO NEW YORK

1. One morning in December Mrs. Taylor said to the children: "I've just received a letter from Aunt Mary. She expects to arrive in New York tomorrow."

2. "Is Ruth coming too?" asked Louise.

3. "Yes, and as our guests know nothing of the city, we must show them everything," said Mrs. Taylor.

4. Mrs. Taylor met Aunt Mary and her niece at the railroad station, and took them home by subway.

5. "Tonight we shall go down town on the surface cars to see the electric lights and signs on Broadway," said Mrs. Taylor.

6. Next day, after lunch, the children took their guests for a ride on the elevated railroad.

7. After Louise had done an errand for her mother, they all went to see some of the fine stores in the city.

8. Louise promised to take her guests on Monday to the southern end of Manhattan, to see the tall buildings for which New York is famous.

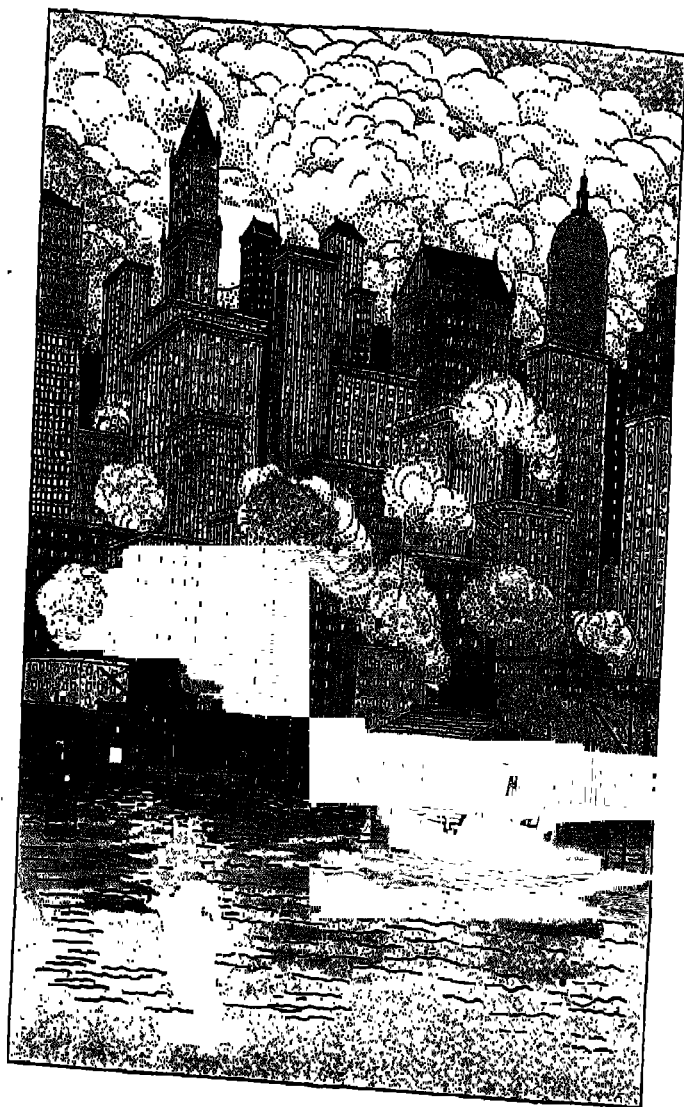
SPELLING

re ceiv'ed'
ar rive'
New York
to mor'row
Ruth

guests
noth'ing
niece
rail'road'
sub'way'

to night'
e lec'tric
signs
Broad'way'
el'e va'ed

er'rand
prom'ised
south'ern
Man hat'tan
fa'mous



FIRST LANGUAGE LESSON

Bring and Take^m

Read the following sentences :

1. "Bring me those pictures of New York," said the teacher to Ruth.

2. "Now, Ruth, take the pictures to the teacher in the next room. She wishes to show them to her class," continued the teacher.

In the first sentence what did the teacher tell Ruth to do?

If you had watched Ruth, should you have seen her walking *toward* the teacher or *away* from her?

In the second sentence what did the teacher tell Ruth to do?

Did Ruth walk *toward* her own teacher or *away* from her?

In the first sentence what word did the teacher use in giving the order to Ruth?

In the second sentence what word did the teacher use in giving the order?

Remember :

1. When we mean motion toward the *speaker*, we use *bring*.
2. When we mean motion away from the *speaker*, we use *take*.

Oral and Written Exercises

I

When should the word *bring* be used?

When should the word *take* be used?

II

Fill the blanks below with *bring* or *take*:

1. "Mary, come here and ----- me those pictures of New York."
2. "John, go into the kitchen and ----- those plates with you."
3. When you come to school, you must ----- all your books.
4. When you go home, you must ----- them all.

III

Write two sentences, using *bring* correctly.

Write two sentences, using *take* correctly.

SECOND LANGUAGE LESSON

Forms of *Bring* and *Take*. Review of Other Forms

Read the following sentences:

1. Every evening I bring the paper home.
2. Yesterday I brought two papers.
3. "I have brought a present for each child," said Aunt Mary.
4. The children take their guests down town every day.
5. Yesterday they took them to see Broadway.
6. They have taken Ruth to the park twice.

In sentence 1 are we speaking of present or past time? Do we use *bring* or *brought*?

In sentence 2 are we speaking of present or past time? What word do we use?

In sentence 3 what helping word do we use? After *have* what word do we use?

In sentence 4 why have we used *take*?

In sentence 5 why have we used *took*?

In sentence 6 why have we used *taken*?

The forms of these words, then, are changed according to what we wish to express. Learn the forms:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
bring	brought	brought
take	took	taken

Here is another word the forms of which you should study:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
catch	caught	caught

You have already learned the forms of some other words. Let us study them again:

PRESENT TIME	PAST TIME	WITH HELPING WORDS
know	knew	known
throw	threw	thrown
blow	blew	blown
fly	flew	flown
wear	wore	worn
tear	tore	torn
swim	swam	swum

Written Exercises

I

In the following sentences fill the blanks with correct forms of *bring* or *take*:

1. "I have ----- Aunt Mary to see you," said Louise.
2. "Have you ----- your guests down town?" asked Mrs. Taylor.

3. "Yes, I ----- them down town yesterday," replied Louise.

4. "Aunt Mary ----- me a present," said one of the children.

II

Make columns with the following headings: *Present Time, Past Time, With Helping Words.*

Write each of the following words in the column in which it belongs: *wore, throw, blown, swum, catch, knew, torn, flew, bring, taken.*

III

Write sentences, using each of the following words correctly: *wore, blew, swim, caught, known, tear, brought, took, flown.*

ORAL COMPOSITION

Turn to page 118 and read again the letter that Robert wrote to Uncle John.

Last week you pretended that you were writing to your uncle in answer to a letter received from him.

You may pretend that you have just returned from a visit to New York or to some other city. The interesting news in your second paragraph may be about that visit.

If you prefer, the news may be about any of the following:

A story you have read

A party

A visit to a friend

WRITTEN COMPOSITION

Now write your letter. Be sure to arrange the parts of it correctly. Use your own address and today's date for the heading. Since you are writing to your uncle, what will your closing line be?

Ask your teacher to write on the blackboard any words which you are not sure that you can spell.

Draw an envelope and address it to your uncle.

God made the country, and man made the town.

TWENTIETH WEEK

Review of Spelling

1	2	3	4
ruled	re peat'	oys'ters	re ceived'
Al'fred	term	neph'ew	ar rive'
those	ei'ther	shell'fish'	New York
na'tion	mem'o ry	clams	to mor'row
in vad'ed	Charles	in stead'	Ruth
sol'diers	an'swered	course	guests
beat'en	dic'tate	rea'son	noth'ing
wood'cut'ter	sec'ond	pro duce'	niece
cot'tage	ad dress'es	there'fore	rail'road'
wom'an	head'ing	dis turbed'	sub'way'
beg'gar	mar'gin	joined	to night'
re plied'	clos'ing	pro tect'	e lec'tric
care'ful ly	mu'sic	fas'tened	signs
burn'ing	praised	mus'cle	Broad'way'
a greed'	ex cept'	crea'ture	el'e vat'ed
nei'ther	ge og'ra phy	bot'tom	er'rand
known	eve'ning	shal'low	prom'ised
scold'ing	cit'ies	fish'er men	south'ern
harsh'ly	o' clock'	scoop	Man hat'tan
fright'ened	strikes	pearls	fa'mous

Dictation Exercises

I

King Alfred said that he would watch the cakes, but he forgot all about them. The woman scolded him

harshly, saying, "You're a lazy fellow, and there'll be no supper for you."

II

The teacher decided to review the work of the term. She said to the class: "I shall hear your spelling and memory gems, and then I shall dictate a letter to you. You mustn't forget either the heading or the margin."

III

Robert wished to eat oysters in July, but his aunt gave him clams instead of oysters. The fishermen use rakes to scoop up the oysters, but are careful not to disturb them during the summer. Each oyster has a strong muscle fastened to the halves of its shell.

IV

One morning in December Mrs. Taylor said to the children: "I've just received a letter from Aunt Mary, who says that she is coming to visit New York. She'll arrive tomorrow. We must take her down town and show her our tall buildings."

FIRST LANGUAGE LESSON

Review of Sixteenth and Seventeenth Weeks

Written Exercises

I

Study Exercise IV above.

Write the reasons for three of the capitals used in that paragraph.

Write the contractions used in that paragraph. Beside each one write its meaning.

What is meant by *general margin*? *paragraph margin*?

II

I or *me* should be used in each of the following sentences. Write what you think will be correct.

1. The boy struck -----.
2. It was not ----- who told the story.
3. Was it Jane or was it ----- ?
4. Who called? It was -----.
5. He gave the book to -----.
6. Who is there? It is -----.

III

Copy the following sentences. Divide the subject from the predicate by drawing a line between the two parts of each sentence.

1. King Alfred was a brave and just man.
2. The old woman was baking cakes.
3. A continent is a very large mass of land.
4. Spelling is our most difficult lesson.
5. The teacher taught us a new rule for spelling.

IV

Add *er* to the following words: *give*, *love*, *use*, *write*.

Add *able* to the following words: *move*, *change*, *live*, *peace*.

Write the rule for the spelling of the words just given.

SECOND LANGUAGE LESSON

Review of Eighteenth and Nineteenth Weeks

Oral and Written Exercises

I

Name the parts of a friendly letter.

What margins must be left in writing a letter or a composition?

Draw an envelope and address it to your father.

Write any three dates, using the abbreviations of the names of the months.

II

Write the plural of each of the following words:
knife, house, monkey, body, kiss, child, man.

III

Write the singular of each of the following words:
women, feet, mice, ponies, teeth, toys, loaves.

IV

Write the forms of the following words used in present time, in past time, and with helping words: *bring, take, swim, wear, tear, blow, catch, know, fly, throw.*

V

What is a sentence?

What two parts must every sentence have?

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

VI

In the following sentences fill the blanks with the correct forms of *bring* or *take*:

1. "I have ----- a gift for you," said Aunt Mary.
2. "Please ----- my coat upstairs," said Mrs. Taylor to Louise.
3. "There is a book on the table in the corner. Please ----- it to me," said Dr. Jones.
4. "----- the dishes into the kitchen," said Mrs. Taylor.

VII

When do we use *bring*?

When do we use *take*?

Write a sentence, using *bring* correctly.

Write a sentence, using *take* correctly.

ORAL COMPOSITION

Turn to page 123 and read again the story called "A Visit to New York."

Who met the visitors at the station?

How did they go to the house?

What did they do that evening?

What did they do the next day?

What did they see?

What did they plan to do next?

Now tell your classmates the story. Perhaps you may prefer to tell them about a visit which you yourself have made.

*** WRITTEN COMPOSITION**

See if you can write two or three paragraphs about "A Visit to New York," or about a visit you have paid to some place of interest.

You may find it helpful to follow the questions at the bottom of page 134.

Ask your teacher to write on the blackboard for you any words which you do not know how to spell.

Remember to leave the general margin and the paragraph margin. Do not forget capitals and periods.



SECOND HALF-YEAR

FIRST WEEK*

THE LARK AND THE FARMER

1. A lark once made her nest in a small wheat field where her babies had a chance to grow large and strong.

2. One day, while the farmer was walking through the field, he noticed that the wheat was growing tall and ripe.

3. He turned to his son and said, "As the wheat appears to be ripe, I shall ask our kind neighbors to help us cut it."

4. These words alarmed the baby larks, and they urged their mother to fly to a safer place.

5. The mother bird shook her head and said, "We're in no danger while the farmer depends on his neighbors."

6. The following day the little larks heard the farmer say, "As our neighbors were too busy to come, we'll ask the aid of our good cousins."

7. "Don't worry, for there's no danger while the farmer depends on his relatives," said the mother lark to her children.

8. But away the mother lark flew with her babies when she heard the farmer say the next day, "To-

* See the first general note on page 313.

morrow I shall bring my sharp scythe and cut the wheat myself."

SPELLING

lark	turned	shook	wor'ry
wheat	ap pears'	dan'ger	rel'a tives
ba'bies	a larmed'	de pends'	flew
grow	urged	fol'low ing	scythe
farm'er	saf'er	aid	my self'

Homonyms * n

Here are some words pronounced alike but spelled differently. They have different meanings. Such words are called *homonyms*.

- made* The lark *made* her nest in a small wheat field.
maid Mary was a little *maid* only seven years old.
there *There* were four larks in the nest.
their The little larks urged *their* mother to fly away.

Exercises

I

In the following sentences fill the blanks with the correct homonyms:

1. "I have ----- a dress for my doll," said the little -----.
2. The children told ----- mother about the party.
3. ----- were six children at the party.

* The homonyms and antonyms, selected from the dictation exercises, may be taught on any day of the week, but, since no new work has been planned for Friday, they may perhaps most easily be taught on that day.

References to the language games are given by means of letters. Note n may be found on page 334.

4. They ----- some candy at the party.
5. A little girl is sometimes called a little -----.

II

See if you can use, in sentences like those given above, the homonyms that you have just learned.

FIRST LANGUAGE LESSON

Picture Study

Look at the picture on page 136.

1. What season of the year does it represent? How do you know?
 2. What people do you see in the picture?
 3. Where are they?
 4. What are they doing?
 5. Is it a still day or is it windy? How do you know?
 6. In what part of the picture are the man and the boy?
- The middle part of a picture is called the *middle distance*.
7. Which part of a picture is called the *foreground*?
(See page 3.)
 8. What do you see in the foreground of this picture?
 9. How many baby larks are in the nest?
 10. What do you notice about the mouths of the baby larks? Why are they open?
 11. Where is the mother lark?
 12. Which part of a picture is called the *background*?
(See page 3.)
 13. What do you see in the background of this picture?

Remember:

1. The front part of a picture is called the *foreground*.
2. The back part of a picture is called the *background*.
3. The middle part of a picture is called the *middle distance*.

Oral and Written Exercises

Write the answers to the first five questions given on page 139.

Turn to page 152. Answer the following questions about the picture on that page:

1. What do you see in the foreground?
2. What do you see in the background?
3. What season of the year is it? How do you know?
4. If you like this picture, tell why you like it.

SECOND LANGUAGE LESSON

Forms of Have, Make, Grow, and Hear^o

Read the following sentences:

1. The farmer has a small wheat field.
2. I have a field like it.
3. You have a wheat field that is larger than ours.
4. Last year the farmer had a fine crop of wheat.
5. He has had fine crops from that field for several years.

In the first three sentences are we referring to present time or to past time? What words do we use?

In which sentence do we use *had*? To what time do we refer in that sentence?

In the fifth sentence what *helping word* do we use? What word do we use with the helping word? Let us arrange all these words in columns:

PRESENT TIME

have or has

PAST TIME

had

WITH HELPING WORDS

had

Read the following sentences and select the words to be put into similar columns :

1. The larks make a nest every year.
2. They made a good one last year.
3. They have made two nests already.
4. The baby larks grow daily.
5. Last week they grew large and strong.
6. They have grown strong enough now to fly.
7. The larks hear me speak.
8. They heard the farmer last week.
9. They have heard all he said to his son.

After you have put the words into columns like the following, learn them :

PRESENT TIME	PAST TIME	WITH HELPING WORDS
have or has	had	had
make	made	made
grow	grew	grown
hear	heard	heard

Oral and Written Exercises

I

Copy the words in the three columns given above.

II

Fill the blanks below with correct forms of *have*, *make*, *grow*, *hear* :

1. Last year the farmer ----- a fine crop of wheat in the field where the larks lived.
2. The larks have ----- very strong.
3. The mother lark laughed when she ----- what the farmer said.

4. She has ----- her nest in a wheat field.
5. Have you ----- the larks sing?
6. Last year the wheat ----- tall and ripe.
7. The farmers have ----- good weather for their crops.
8. They ----- plenty of butter last summer.
9. Wheat ----- in that field every year.
10. I ----- the birds sing every morning.

III

Write sentences using correctly each word in the three columns on page 141, in *Present Time*, *Past Time*, and *With Helping Words*.

ORAL COMPOSITION

Read once more the story about "The Lark and the Farmer."

Where did the lark build her nest?

Who walked through the field one day, and what did he say to his son about the wheat?

What did the baby larks think of this, and what did their mother say?

What did the farmer say the following day?

Why was the mother lark not frightened?

What made her finally fly away?

Now see if you can tell the story. Use whatever new words you can.

A man's best friends are his ten fingers.

SECOND WEEK

GRANDPA'S BIRTHDAY

1. "Grandpa is eighty-one years old today, and we've all been invited to attend his birthday party," said Mrs. Miller one morning.
2. The children, delighted to hear this piece of news, at once began to plan what gifts they would buy.
3. "Grandpa likes pretty neckties, and I should like to give him two," cried little Ruth.
4. "Kate, you may give Grandpa a woollen scarf, since that will be warmer than a silk one," said their mother.
5. "We shall have to hurry to buy these gifts in time to catch the three o'clock train," said Mr. Miller, smiling.
6. "There's Uncle John in the car," shouted Richard, as the train pulled into the station.
7. Grandpa was on the porch watching for his guests, and he gave them a most hearty welcome.
8. After dinner the little folks played games till nine o'clock, when Grandma brought in cake and ice cream and the party was over.

SPELLING

Grand'pa'
eight'y-one'
at tend'
Mill'er
de light'ed

neck'ties'
Kate
wool'en
scarf
silk

hur'ry
smil'ing
shout'ed
Rich'ard
pulled

heart'y
wel'come
folks
Grand'ma'
ice cream



Homonyms

- hear* The children were glad to *hear* the news.
here "*Here* are two neckties for Grandpa," said Ruth.
piece Grandma gave each child a *piece* of cake.
peace The war is over and our country is now at *peace*.

Exercises

I

In the following sentences fill the blanks with the correct homonyms :

1. "----- they come. I can ----- their voices," said Grandpa.
2. "Don't tease Richard. Let him eat his ----- of cake in -----," said Grandma.

II

See if you can use the four words in sentences like those given above.

FIRST LANGUAGE LESSON

Singular Words Showing Possession

Read the following sentences :

1. I have two Grandpas.
2. There are three Ruths in my class.
3. There are two Kates in your class.

What letter is added to *Grandpa*? to *Kate*? to *Ruth*?
Why is this letter added?

Now read the sentences which follow, on page 146.

4. It was Grandpa's birthday.
5. Ruth's present for Grandpa was two neckties.
6. Kate's present was a woolen scarf.

Whose birthday was it?

What is the difference between the way *Grandpas* is written in the first sentence and in the fourth?

Of how many Grandpas are we speaking in sentence 4?

If only the *s* were added would one Grandpa or more than one Grandpa be meant?

What does the fourth sentence tell us that Grandpa owns or possesses?

What mark have we put before the *s* to show that we are speaking of only one Grandpa but that he owns or possesses something?

Now read sentence 5. What did Ruth possess?

Compare sentence 5 with sentence 2.

What is the difference between the ways the name is written? Why is there this difference?

In sentences 4, 5, 6, what is the apostrophe used to show?

Remember: When a word is in the singular number, an apostrophe and an *s* are usually added to it to show possession.

What contractions do you find in the story on page 143? What does each one stand for? What mark is used in a contraction? Why is it used? Where is it placed in the contraction?

What two uses of the apostrophe have you now learned?

Oral and Written Exercises

I

Copy the following sentences, filling each of the blanks with a word showing possession :

1. The children listened to ----- stories.
2. The little folks enjoyed ----- ice cream.
3. They all liked to attend ----- party.
4. Grandpa admired ----- presents.
5. ----- present, also, was very useful.

II

In the sentences below, use the correct forms of the following words to show possession : *dog, boy, girl, child*.

1. The ----- tail is long.
2. The ----- lessons are difficult.
3. The ----- doll is broken.
4. I have seen the ----- mother.

III

Write the contractions you find in the story on page 143. Beside each one write what it stands for.

IV

Write the name of the mark used in a contraction. Tell why it is used. What other use has this mark?

V

Give the rule for the capitals used in the words of the spelling lesson on page 143.

Write two other rules that you have learned for the use of capitals. (See page 281.)

SECOND LANGUAGE LESSON

Sentence Study: Subjects and Predicates

Read the following sentences :

1. The children went to Grandpa's birthday party.
2. Grandpa is a very old man.
3. Ruth brought two neckties for Grandpa.
4. Kate gave Grandpa a woolen scarf.
5. Grandma gave the children ice cream and cake.

In sentence 1, about whom are we speaking?

What do we say about the children?

Into how many parts do we divide sentence 1?

You will notice that each of the other sentences may also be divided into two parts, one part telling about whom we are speaking and the other part telling what we say about the person.

What name do we give to each of these two parts of a sentence? (See page 20.)

Remember :

1. The subject of a sentence is that about which something is said.
2. The predicate of a sentence is that which is said of the subject.

Now select the subject and predicate of each of the five sentences given above.

Make sentences, using the following as subjects :

1. Uncle John
2. All the guests
3. Grandma's cake
4. Ruth's gift

Make sentences, using the following as predicates:

1. ----- were invited to Grandpa's party.
2. ----- is eighty-one years old.
3. ----- ate cake and ice cream.
4. ----- is useful in cold weather.

Oral and Written Exercises

I

What is a sentence? How many parts are there in every sentence? Name them.

II

From the following groups of words select those that are sentences :

1. In the field.
2. The farmer had to cut the wheat.
3. Many birds.
4. I see Uncle John in the car.
5. Grandpa's party.

III

Write the sentences that you made, using the subjects given at the bottom of page 148.

IV

Write the sentences that you made, using the predicates given above.

V

Copy the following sentences. Draw one line under the subject and two lines under the predicate of each sentence.

1. The farmer was walking through the field.
2. The wheat was growing tall and ripe.
3. The farmer's neighbors did not help him to cut the wheat.
4. The baby larks urged their mother to leave the field.
5. A sharp scythe was used by the farmer to cut the wheat.

ORAL COMPOSITION

Turn to page 137 and read once more the story of "The Lark and the Farmer."

Answer the questions which you see on page 142. You will find that you have told the story.

WRITTEN COMPOSITION

Now write the story. Remember to leave the correct margins. Ask your teacher to write on the blackboard any words that you are not sure you can spell.

Good health and good sense are two of life's greatest blessings.
--

THIRD WEEK

OUR COUNTRY

1. "Why do so many people come to the United States?" asked Jane one day.
2. "Because in the United States every person has an equal chance to succeed," said the teacher.
3. The United States goes to great expense to provide schools for everybody, and the poor man's son or daughter has the same chance as the rich man's child.
4. In return, each child should be obedient and honest and thoughtful of others.
5. "I'll show that I'm grateful by working for my country when I'm a grown-up man," said James.
6. "You can show now that you are grateful by learning your lessons diligently and so preparing yourself to be a useful citizen," replied the teacher.
7. Most of the children were ready to prove that they were truly thankful to their country.
8. Many took the teacher's advice, with the result that they were promoted at the end of the term.

SPELLING

U nit'ed States	ex pense'	grown'-up'	tru'ly
Jane	pro vide'	James	thank'ful
per'son	ev'er y bod'y	dil'i gent ly	ad vice'
e'qual	hon'est	pre par'ing	re sult'
suc ceed'	thought'ful	your self'	pro mot'ed



Antonyms

Here are some words which have opposite meanings. Such words are called *antonyms*.

rich
diligent

poor
idle or lazy

Exercises**I**

Read the following sentences and select the antonyms:

1. A rich man has a great deal of money.
2. A poor man has very little money.
3. A diligent boy works hard.
4. A lazy boy works very little.

II

Read the following sentences. Fill the blanks in the second sentence with antonyms for *rich* and *idle*:

1. The rich man was idle, and he lost all his money.
2. The ----- man was -----, and at last he made money.

FIRST LANGUAGE LESSON**Capitals: Words Derived from Proper Names**

Read the following sentences:

1. I live in the United States of America.
2. Citizens of the United States are called Americans.
3. Canada is north of the United States.
4. People who live in Canada are called Canadians.
5. Mexico is south of the United States.
6. People who live in Mexico are called Mexicans.

In sentence 1 at the bottom of page 153, what words begin with capitals? Why do these words begin with capitals? (See page 85.)

In sentence 4, why does Canada begin with a capital?

In sentence 6, why does Mexico begin with a capital?

In sentence 2, what word can you find that has been made from *America*? How does it begin?

What word can you find that has been made from *Canada*? from *Mexico*? How do these words begin?

When a word is made in this way from another word, we say that it is *derived* from the other word.

America, Canada, Mexico are all proper names. *American, Canadian, Mexican* are all words derived from proper names.

Remember this rule: We begin with a capital a word derived from a proper name.

Here are some other proper names that you have learned. Beside them are words derived from them. Learn them:

England
France

English
French

Written Exercises

I

Fill each blank with a word derived from a proper name:

1. The _____ live in Canada.
2. Citizens of the United States are called _____.
3. If you go to France, you will see _____ people.
4. The _____ people live in England.

II

Make a list of the proper names used on page 153.
Opposite each name write a word derived from it.

III

Write the reason why the words in the second column of Exercise II begin with capitals.

SECOND LANGUAGE LESSON

A Letter of Excuse for Absence

20 Oakridge Avenue
Salem, Oregon
November 4, 1925

My dear Miss Black:

Will you please excuse me for being absent from school today? I have taken a cold, and Mother is afraid to let me go out till it is better.

Will you ask Jane to copy my lessons for me? I do not want to lose my promotion.

Your pupil

Ruth Scott

To whom is this letter written?

Why does Ruth write to Miss Black?

Why was Ruth absent from school?

In which paragraph is this told?

What request does Ruth make?

In which paragraph is the request written?

What name is given to the two paragraphs of the letter? (See page 290.)

Where is Ruth's address written? What else is written in that part of the letter? What name is given to that part of the letter?

What name is given to the line "My dear Miss Black"? to the line "Your pupil"?

Where is the writer's name placed? What name is given to this part of the letter?

Which words in the heading may sometimes be written in a shorter way?

Written Exercises

I

Copy the letter given on page 155, or write it from dictation.

II

Miss Black's first name is Mary. Her address is Public School No. 6, Elm Street, Salem, Oregon. Draw an envelope and address it to her.

Draw an envelope and address it to Ruth. Where shall you find her address?

III

Write the short forms of the following names of states: *California, Virginia, Maine, Illinois, North Carolina*. (See pages 286 and 287.)

IV

Write the following dates, using abbreviations for the names of the months:

FOURTH YEAR

157

YEAR	MONTH	DAY
1925	January	12
1926	September	25
1924	February	10
1923	August	5
1925	April	6

ORAL COMPOSITION

Turn to page 155 and read again the letter which Ruth Scott wrote to Miss Black.

Now make believe that you have been absent from school and that you must write to your teacher to ask to be excused. Give a good reason for your absence. What request shall you make? Plan your letter.

Do with your might what your hand finds to do.



FOURTH WEEK

SUNDAY MORNING

1. One fine Sunday morning Dr. Stone's voice was heard calling, "Come, Margaret and Arthur and John, it's time for church."

2. The walk seemed short to the children, for their father showed them many interesting things on the way.

3. He let them gather some flowers and look at the dainty petals, inside of which they could see the pollen.

4. They liked to listen to his stories about the insects and the flowers.

5. The service held in the little village church was always very simple, and the children enjoyed it.

6. "Don't you like to hear the choir sing?" asked little Arthur when the service was over.

7. "Yes, and I like to hear our pastor's voice when he reads, too," said Margaret.

8. In school the children had learned to sing in chorus, "The Lord is my Shepherd, I shall not want," and they liked very much to hear that psalm read.

SPELLING

call'ing

Mar'ga ret

seemed

short

in'ter est ing

dain'ty

pet'als

in'side'

pol'len

lis'ten

serv'ice

vil'lage

sim'ple

en joyed'

choir

pas'tor

cho'rus

Lord

shep'herd

psalm

Homonyms

- choir* The *choir* in our church sings well.
quire A *quire* of paper contains twenty-four sheets.

Antonyms

- | | |
|-------------|-----------------------|
| like | dislike |
| interesting | dull or uninteresting |

Exercises**I**

In the following sentences, fill the blanks with homonyms:

1. Margaret went to the store to buy a ----- of paper.
2. Do you like to hear the ----- sing?

II

Change the following sentence by using antonyms for the words in *italics*:

I *dislike* that story, because it is *dull*.

III

See if you can write sentences using the homonyms given above.

See if you can write sentences using the antonyms given above.

FIRST LANGUAGE LESSON**Capitals: Names of the Deity**

Read the following sentences, which are taken from the Bible:

1. Thou God seest me.
2. Thou shalt not take the name of the Lord thy God in vain.

3. The Lord is the King of glory.
4. What time I am afraid, I will trust in Thee.
5. Cleanse Thou me from secret faults.

In the first sentence, with what kind of letter does *God* begin?

In sentence 2, what words besides the first begin with capitals?

In sentence 3, to whom does *King of glory* refer? How does *King* begin?

In sentence 4, to whom does *Thee* refer? How does it begin?

In sentence 5, to whom does *Thou* refer?

Notice, then, that the word *God* and all the words which stand for *God* begin with capitals.

Remember: We begin with a capital every name or title of God and every word standing for God.

Oral and Written Exercises

I

In the following sentences from the Bible, select all the names of God and all the words standing for God:

1. O fear the Lord, ye His saints: for there is no want to them that fear Him.
2. Let Thy mercy, O Lord, be upon us, according as we hope in Thee.
3. Trust ye in the Lord forever: for in the Lord Jehovah is everlasting strength.
4. Blessed are the pure in heart, for they shall see God.

II

Write the new rule you have learned today.

SECOND LANGUAGE LESSON

Changing Questions to Statements. Subjects and Predicates

Read the following sentences :

1. Did the children like to walk with their father?
2. Did the walk seem short to the children?
3. Did he show them interesting things on the way?
4. Did the children gather the flowers?
5. Have the flowers dainty petals?
6. Is the pollen inside the flowers?
7. Was the church in the village?
8. Did the children enjoy the service?
9. Have they learned to sing?

What mark is placed at the end of each of the sentences given above? Why?

Change the first sentence into a statement, like this :
"The children liked to walk with their father." What mark must you place at the end of a statement? What is the subject of the statement which you have made from the first question above? What is the predicate of the statement?

Change each of the questions to a statement. Name the subject of each statement and the predicate of each statement.

You will notice that after you have changed a question to a statement, selecting the subject and the predicate of it is easy.

Remember : Before trying to select the subject and the predicate of a sentence that asks a question, we change the question to a statement.

Oral and Written Exercises

I

Change the following questions to statements:

1. Have the children learned to sing in chorus?
2. Did Margaret like the pastor's voice?
3. Must the children be obedient and honest and truthful?
4. Can the poor man's child be a useful American citizen?
5. Is the United States a free country?

II

After you have changed the questions to statements, draw one line under the subject and two lines under the predicate of each.

III

Write statements, using the following as subjects.

1. The lark's nest -----
2. Kate's gift -----
3. Every person in the United States -----
4. Dr. Stone -----

Change to questions the statements you have written.

IV

What must you do before you try to select the subject and predicate of a sentence that asks a question?

V

Why is the apostrophe used in sentences 2 and 4 in Exercise I? (See page 146.)

ORAL COMPOSITION

Turn to page 155 and read again the letter which Ruth wrote to Miss Black.

Last week you planned the letter you were going to write to your teacher.

Tell what you are going to say in your letter.

WRITTEN COMPOSITION

Now write your letter. Use your own address and today's date for the heading. Be sure to arrange the parts of your letter correctly. Your teacher will write on the blackboard for you any words which you are not sure that you can spell.

Draw an envelope and address it to your teacher.

Remember now thy Creator in the days of thy youth.
--

FIFTH WEEK *

Review of Spelling

1	2	3	4
lark	Grand'pa'	U nit'ed States	call'ing
wheat	eight'y-one'	Jane	Mar'ga ret
ba'bies	at tend'	per'son	seemed
grow	Mill'er	e'qual	short
farm'er	de light'ed	suc ceed'	in'ter est ing
turned	neck'ties'	ex pense'	dain'ty
ap pears'	Kate	pro vide'	pet'als
a larmed'	wool'en	ev'er y bod'y	in'side'
urged	scarf	hon'est	pol'len
saf'er	silk	thought'ful	lis'ten
shook	hur'ry	grown'-up'	serv'ice
dan'ger	smil'ing	James	vil'lage
de pends'	shout'ed	dil'i gent ly	sim'ple
fol'low ing	Rich'ard	pre par'ing	en joyed'
aid	pulled	your self'	choir
wor'ry	heart'y	tru'ly	pas'tor
rel'a tives	wel'come	thank'ful	cho'rus
flew	folks	ad vice'	Lord
scythe	Grand'ma'	re sult'	shep'herd
my self'	ice cream	pro mot'ed	psalm

Dictation Exercises

I

Weren't the baby larks alarmed when they heard the farmer say, "We shall ask our neighbors and

* The teacher is requested to read the second general note on page 319, in which the lessons for the review weeks are explained.

cousins to help us cut the wheat"? The mother lark laughed, because she knew they were in no danger.

II

Mrs. Miller and the children were delighted to attend Grandpa's birthday party. Grandpa's welcome was most hearty, and Grandma's cake and ice cream were very good. Kate's woolen scarf and Ruth's neckties were useful.

III

Every person in the United States is given an equal chance to succeed. How can boys and girls show that they are really grateful to our country? They can do this by learning their lessons and so preparing themselves to be useful citizens.

IV

Margaret's brothers liked to go with her and their father to the church in the village. The children knew the psalm "The Lord is my Shepherd," and they liked to hear their pastor read it.

FIRST LANGUAGE LESSON

Review of First and Second Weeks

Oral and Written Exercises

I

Divide the following sentences so as to show the subject and predicate of each :

1. The farmer's wheat field was small.
2. A lark's nest was made in this field
3. The wheat grew tall and ripe.

4. The farmer's neighbors were busy.
5. The letter was received by Mrs. Miller.
6. Grandpa's welcome was very hearty.

II

How are the following words written to show present time, past time: *have, make, grow, hear*? How are they written with helping words?

III

Write four sentences, using each of the words in Exercise II in past time.

IV

Select in Exercise I the words showing possession.

V

Turn to page 158. Answer these questions about the picture on that page:

1. What do you see in the foreground?
2. What do you see in the background?
3. What do you see in the middle distance?

SECOND LANGUAGE LESSON

Review of Third and Fourth Weeks

Oral and Written Exercises

I

Give the reasons for the use of the capitals in the following sentences:

1. The Lord our God will we serve, and His voice will we obey.
2. I am the Almighty God: walk before me and be thou perfect.

II

What word is derived from each of the following:
America, Canada, Mexico, England, France?

How do the derived words begin? Why?

III

Name the five parts of a friendly letter. (See page 290.)

Draw lines showing just how these parts are arranged on a page.

IV

Change the following questions to statements:

1. Are you grateful to your country?
2. Was the teacher's advice good?
3. Will the children be promoted?
4. Does the choir sing well?
5. Did the children like to see the flowers?

V

Draw one line under the subject and two lines under the predicate of each sentence in Exercise IV.

VI

Complete the following, so as to make sentences:

1. The baby larks
2. liked Kate's woolen scarf.
3. A grateful child
4. showed the children the flowers.
5. America
6. liked to sing.

ORAL COMPOSITION

Turn to page 159 and read again the story entitled "Sunday Morning."

Where were Dr. Stone and the children going?

What did they do on the way?

Why did the walk seem short to them?

Why did the children like the service?

What psalm did the pastor read?

Why did the children like that psalm?

Now tell the story. Use as many of the new words as you can.

* WRITTEN COMPOSITION

See if you can write the story in two paragraphs. The questions on this page may help you to know what to say in each paragraph.



SIXTH WEEK

THE SLAVE AND THE LION

1. There was once a poor slave who ran away from his cruel master in Rome and hid himself in a cave in the woods.

2. One day the slave was awakened by the terrible noise of a lion's roar.

3. The lion did not spring on the slave but limped up to him and rubbed his head against the man's shoulder, as if to say, "Please cure my paw."

4. In the paw there was a long, sharp thorn, which the slave quickly drew out.

5. From that day these two strange comrades lived happily together until some soldiers caught the slave and took him back to Rome.

6. In those days runaway slaves were often forced to fight hungry lions, for it amused the Romans to see such combats.

7. In a combat of this kind one day, an angry lion sprang toward the slave, but an instant later, instead of tearing him into pieces, the fierce animal began to lick his former comrade's hand.

8. When the people heard the story of the love between the two, they cried with one voice, "Let them both go free."

SPELLING

slave	limped	com'rades	sprang
mas'ter	rubbed	run'a way'	to'ward
Rome	shoul'der	a mused'	in'stant
a wak'ened	thorn	Ro'mans	tear'ing
ter'ri ble	drew	com'bats	for'mer

Antonyms

kind	cruel
long	short

Exercises

I

Read the following sentences and select antonyms:

1. A kind child never hurts a helpless animal.
2. A cruel child will often tease a little animal.
3. The stories in this book are all short.
4. Many of the stories in your reader are long.

II

Read the following sentences, filling the blanks with antonyms:

1. "My master is cruel," said the slave.
2. "My master is -----," said his friend.
3. "My pencil is ----- but Mary's is short," said Kate.

FIRST LANGUAGE LESSON

Review of Quotations and the Use of Commas with Quotations

Read the following sentences:

1. "My master is cruel, and I'll run away," said the slave one day.
2. The poor slave said to himself, "There's a cave in the woods where I'll hide."

In sentence 1, what quotation can you find? Where are the quotation marks placed? With what kind of letter does the quotation begin? What punctuation mark do you find after the word *away*?

In sentence 2, what quotation can you find? Where are the quotation marks placed? With what kind of letter does the quotation begin? What punctuation mark is there after the word *himself*?

On page 171, in sentence 3, what quotation can you find? How does the quotation begin? What punctuation mark separates the quotation from the rest of the sentence?

In what other sentence on that page can you find a quotation? How does it begin? What punctuation mark separates the quotation from the rest of the sentence?

Turn to page 137 and read sentences 3, 5, 6, 7, 8. How does each quotation begin? What mark separates each quotation from the rest of the sentence?

Remember these rules :

1. We begin a quotation with a capital.
2. A quotation is set off from the rest of the sentence by a comma.

Written Exercises

I

Copy the following sentences, placing capitals, quotation marks, and commas where they belong:

1. The lion said there's a thorn in my paw.
2. The slave said to himself that poor lion needs my help.
3. The people cried let the runaway slave fight the hungry lion.

II

Turn to the story on page 137. Copy all the sentences in the story that contain quotations. Be sure to copy the capitals, quotation marks, and commas correctly.

III

Write two sentences containing quotations.

IV

Write two rules that you have learned today.

SECOND LANGUAGE LESSON

*Forms of Hurt, Burst, Cut, Put, Hit, Shut**

Read the following sentences:

1. Lions sometimes hurt their paws in the woods.
2. Yesterday a lion hurt his paw badly with a sharp thorn.
3. He has hurt himself very often.

In sentence 1, above, what word tells what lions sometimes do? Do we refer to present time or to past time?

In sentence 2, do we refer to present time or to past time? What word do we use to tell what the lion did?

In sentence 3, what helping word do we use? Do we change the word which tells what the lion did?

Let us study this word. You will notice that it does not change its form:

PRESENT TIME

hurt

PAST TIME

hurt

WITH HELPING WORDS

hurt

Here are some other words which do not change their forms. Let us study them :

PRESENT TIME	PAST TIME	WITH HELPING WORDS
burst	burst	burst
cut	cut	cut
put	put	put
hit	hit	hit
shut	shut	shut

Oral and Written Exercises

I

In the following sentences fill the blanks with correct forms of *hurt*, *cut*, *burst*, *hit*, *put*, *shut* :

1. The slave has ----- his hand.
2. Yesterday he ----- his finger with a knife.
3. The bag has ----- because it was packed too tight.
4. Last night, John ----- his head against the wall.
5. Have you ----- your books away?
6. I could not go out because the door was -----.

II

Complete the following so as to make sentences, using some of the words in the columns above :

1. Last night the boy -----.
2. John was -----.
3. Yesterday -----.
4. The dog -----.

III

Under the following headings copy the words you have learned in this lesson :

PRESENT TIME	PAST TIME	WITH HELPING WORDS
--------------	-----------	--------------------

ORAL COMPOSITION

Read once more the story about "The Slave and the Lion."

About whom is the story told?

Where did he go?

What visitor came to the cave and why did he come?

What did the slave do?

Who caught the slave and where did they take him?

What did Romans in those days force slaves to do?

Why did not the lion attack the slave?

What happened next?

One good turn deserves another.

SEVENTH WEEK

THE FLIGHT FROM EGYPT

1. The story of the flight of the people of Israel from Egypt is one of the most interesting stories in the Bible.

2. For many hundreds of years these people had toiled as slaves in Egypt.

3. The king's daughter had brought up one of their infants as her own son, giving him the name of Moses.

4. When Moses was forty years old, he went into the desert, and there God told him that He would answer his prayers and deliver his people.

5. Moses begged the king to let the people go, but he refused until God sent plagues to torment the nation.

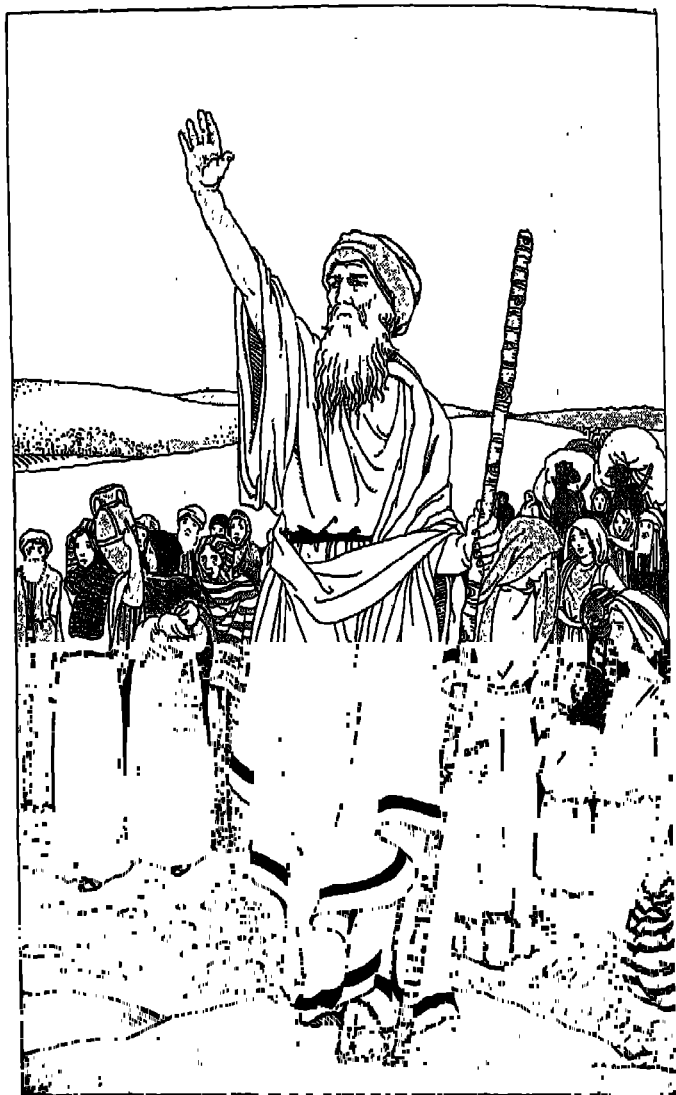
6. The king, soon sorry that he had let Moses and his people go, followed them with chariots and horses.

7. When Moses reached the Red Sea, the Lord said to him, "Stretch out thine hand over the sea and divide it," and the people passed over on dry ground.

8. Their enemies tried to follow them, but God made the waters flow back so that all were drowned.

SPELLING

flight	in'fants	re fused'	reached
Is'ra el	Mo'ses	plagues	Red Sea
E'gypt	des'ert	tor ment'	stretch
Bi'ble	pray'ers	fol'lowed	passed
toiled	de liv'er	char'i ots	drowned



Antonyms

refused
glad

consented
sorry

Exercises**I**

Read the following sentences and select the antonyms:

1. The people of Israel were very sorry when the king refused to let them leave Egypt.
2. They were very glad when he finally consented to let them go.

II

Fill these blanks with antonyms:

1. Because John was a good boy, the teacher ----- to his request.
2. Because Fred was naughty, she ----- his request.
3. We are always ----- to hear good news, but we are always ----- to hear bad news.

FIRST LANGUAGE LESSON**Study of a Stanza**

Read the following stanza:

SOUND THE LOUD TIMBREL ¹²

Sound the loud timbrel o'er Egypt's dark sea:
Jehovah has triumphed — His people are free!
Sing — for the pride of the tyrant is broken:
His chariots, his horsemen, all splendid and brave —
How vain was their boast; for the Lord hath but spoken,
And chariots and horsemen are sunk in the wave.
Sound the loud timbrel o'er Egypt's dark sea:
Jehovah has triumphed — His people are free!

THOMAS MOORE

To what story does this stanza refer? Tell the class what you remember of the story.

Ask your teacher what a *timbrel* is. Why is the timbrel to be sounded? Who will sound it? That is, who is rejoicing at being free?

How does the word *Jehovah* always begin? Why?

In the second and last lines to whom does *His* refer? How does *His* begin in these two lines? Why?

What other title of God can you find in this stanza? How does it begin? Why?

Who are the people referred to in the second line?

Who is the tyrant referred to in the third line?

How does each line of the poem begin? Repeat the rule. (See page 281.)

Which lines of the stanza begin a little to the right of the other lines? What do we say of lines so begun? (See page 46.)

Read the two lines which are indented. What two words in these two lines sound alike? What do we say of words in a poem that sound alike? (See page 46.)

What other words in the stanza rime? Give some other words that rime with *free*; with *wave*.

What contraction is used in the poem? For what word is it used? What letter is omitted? What mark is used in place of the letter omitted?

In what other word is the apostrophe used? Why? Why does the word begin with a capital?

Who wrote this poem? What is his last name? his given name? What is the rule for the writing of his name?

Written Exercises

I

Write four things to be remembered about a poem.
(See pages 45 and 46.)

II

What is the rule for the capital used in writing *Jehovah*. (See page 161.)

III

Copy the words that begin with capitals in the story of "The Flight from Egypt." Write the rule for the use of each capital.

IV

Turn to page 304 and copy the first stanza of "The Windmill."

V

Write one stanza that you have learned this year.

SECOND LANGUAGE LESSON

Ways of Showing Possession: Plurals in s

Read the following sentences:

1. The people of Israel were slaves in Egypt.
2. Many of their infants were killed.
3. Strong horses drew the chariots.

Do you remember what is meant by the singular number? by the plural number? (See page 27.)

In what number is each of the following words:
slaves, infants, horses?

With what letter does each of these words end?

Now read the sentences below :

4. The slaves' tasks were very hard.
5. The infants' lives were destroyed.
6. The horses' legs were strong.

What is the difference between the way *slaves* is written in sentence 1 and in sentence 4?

In sentences 1 and 4, do we refer to one slave or to more than one?

Do you know why we have used an apostrophe in sentence 4? Ask yourself to whom the tasks belonged and you will see the reason. If the apostrophe were placed *before* the *s* in slaves, how many slaves would be meant?

Since we mean *more* than one slave, we put the apostrophe *after* the *s*.

Read sentence 5. Whose lives were destroyed? Compare sentence 5 with sentence 2. What is the difference between *infants* and *infants'*? Why is the apostrophe used? Where is it placed?

Read sentence 6 and compare it with sentence 3. What is the difference between *horses* and *horses'*? Why is the apostrophe used? Where is it placed?

Remember : When the plural of a word ends in *s*, an apostrophe is placed *after* the *s* to show possession.

Written Exercises

I

Fill these blanks with forms showing possession of plurals ending in *s* :

1. The ----- tasks were very heavy.
2. The ----- songs are beautiful.

3. The teacher heard the ----- lessons.
4. The ----- tails have been cut short.

II

Use the correct forms of the following words to show possession: *cows, babies, ladies, girls, boys.*

III

Rewrite the following sentences, using words showing possession:

1. The ears of the dogs are pointed.
2. The cheeks of the boys were red.
3. The dresses of the ladies have all been washed.

IV

Write three sentences, using in each of them a form showing possession of a plural ending in *s*.

ORAL COMPOSITION

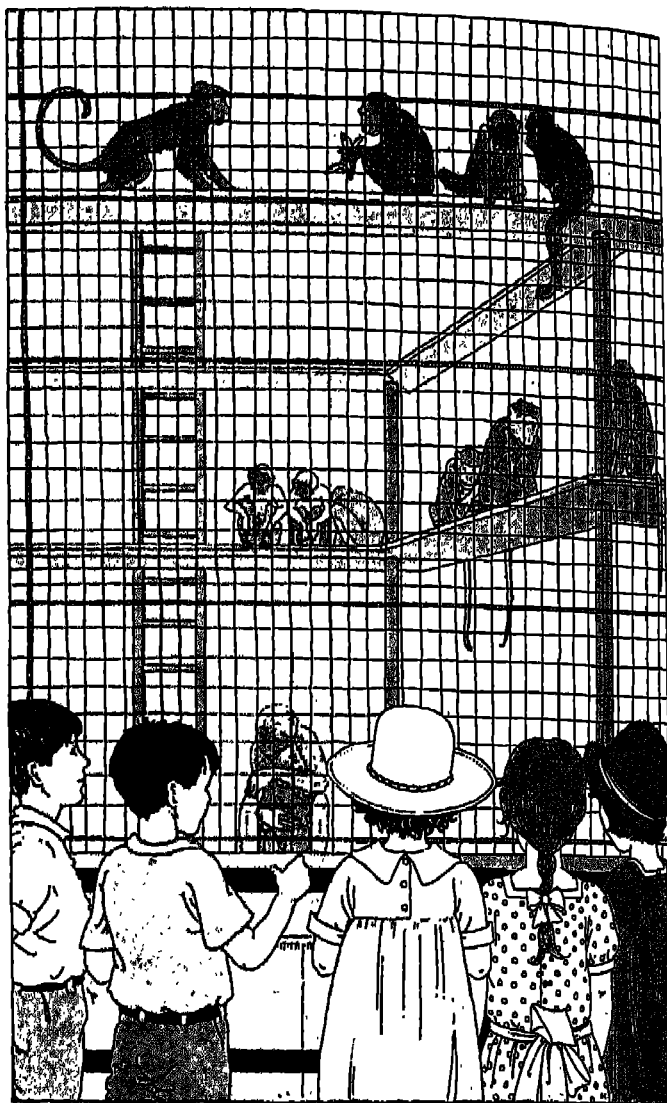
Turn to page 171 and read once more the story about "The Slave and the Lion."

Answer the questions which you see on page 176, and you will find that you have told the story.

WRITTEN COMPOSITION

Now write the story. Remember to leave the correct margins. Ask your teacher to write on the blackboard any words you are not sure you can spell.

Dare to be true.



EIGHTH WEEK

A VISIT TO THE PARK

1. One bright Thursday in April, Miss Black said to her forty-two pupils, "If the morning's work is well done, we've the principal's consent to go to the park this afternoon."

2. You may be certain that every scholar did his best to please his teacher.

3. Not a pupil was absent that afternoon, and a happy group of children started off from the school at one o'clock.

4. Their first visit was to the birds, and the long legs of the ostrich and his bunches of beautiful feathers attracted them most.

5. They next visited the animals and were amused by the monkeys' tricks and the elephants' long trunks.

6. Not far away, the children saw, lying on some ice, a huge walrus with great ivory tusks.

7. Their last visit was to the greenhouse, where they saw the coconut palms and the banana trees from the tropical countries.

8. When they reached home, each child tried to describe to his mother what he had seen that afternoon.

SPELLING

for'ty-two'	ab'sent	mon'keys	co'co nut'
prin'ci pal	group	el'e phants	palms
con sent'	os'trich	wal'rus	ba na'na
cer'tain	bunch'es	i'vo ry	trop'i cal
schol'ar	at tract'ed	tusks	de scribe'

Homonyms

- seen* The children have *seen* many interesting things in the park.
- scene* The *scene* painted by the artist was lovely.
- palm* The monkey carefully took a penny from the *palm* of my hand.
- palm* Besides the coconut *palm* there is a kind of *palm* tree on which dates grow.

Exercises

I

In the following sentences fill each blank with the correct homonym :

1. Have you ever ----- an elephant?
2. The ----- from my window is beautiful, for I can see across the park.
3. ----- trees grow in warm countries.
4. The ----- of the man's hand was rather hard.

II

Notice that *palm* and *palm* are different from any of the homonyms that you have had before. These words not only sound alike but they are also spelled alike. Mention some of the other homonyms that you know.

FIRST LANGUAGE LESSON

A Letter of Invitation

Read the following letter :

125 Charles Street
Chicago, Illinois
October 12, 1926

Dear Harry :

Last week our teacher took us to the park to see the wild animals and the birds. The monkeys' tricks were very funny. We stayed a long while in their house. The elephants' long trunks looked so much like tails that one boy asked the teacher, "Has that big animal two tails?"

We had such a good time at the park that we're going again next Saturday. Mother says I may ask you to go with us. Will you ask your mother to let you come?

Your friend
Moses

Why is Moses writing the letter?

What news does he give in the body of the letter?

How many parts are there in a friendly letter? Name them, and tell where each part should begin.

What do we mean by the general margin? the paragraph margin? How wide should each margin be?

Why is there an apostrophe in *monkeys'*? in *elephants'*? Why is the apostrophe placed after the *s* instead of before it?

Why does *Has* begin with a capital? Why is there a comma before *Has*?

Harry's name is Harry James Baker and he lives at 214 Maple Avenue, Evanston, Illinois. Draw a picture of the envelope that Moses used and address it to Harry. Use the initial of Harry's second name.

Written Exercises

I

Copy exactly the letter given on page 187.

II

Draw an envelope and address it to Moses. His last name is Foster. You know where to find his address.

III

Write the following dates, using the abbreviation for the name of each month:

YEAR	MONTH	DAY
1923	January	15
1924	September	10
1925	March	4
1925	April	12
1926	October	3

IV

Pretend that you have written to the following people: to your mother; to your uncle; to your cousin; to your sister; to your friend.

Write the closing line that you would use in your letter to each one.

SECOND LANGUAGE LESSON

Ways of Showing Possession

Read the following sentences :

1. Our teacher's name is Miss Black.
2. Our principal's name is Mr. Green.
3. The pupils' lessons were all finished by twelve o'clock.
4. They were greatly amused at the monkeys' tricks.
5. The elephants' long trunks looked like tails.
6. The birds' feathers were beautiful.
7. The boys' mothers were glad to hear the story.

What word showing possession can you find in sentence 1, above? How do you know that it shows possession? Where is the apostrophe placed? Is the word singular or plural?

In what other sentence can you find a singular word showing possession? Where is the apostrophe placed?

Name a word showing possession in each of the other sentences. About each one tell how you know that it shows possession, where the apostrophe is placed, and whether the word is singular or plural.

Turn to page 185. Name the words showing possession that you find in the story.

In what word in that story is a hyphen used? Why?

What contractions can you find in the story? What does each one mean?

In sentence 1 of the story, why is there a comma after *pupils'*? Why does the next word begin with a capital?

Written Exercises

I

Copy the sentences in today's language lesson. Draw a line under each word showing possession.

II

Place a word showing possession in the blank in each of the following sentences:

1. The ----- leg was broken.
2. We have had our ----- consent.
3. The ----- blouses were all white.
4. I've answered my ----- question.

III

Complete the following so as to make sentences:

1. I saw Mary's -----.
2. The birds' songs -----.
3. ----- our teacher's voice?
4. The boys' games -----.

IV

Write the two rules you have learned about ways of showing possession. (See pages 146 and 182.)

ORAL COMPOSITION

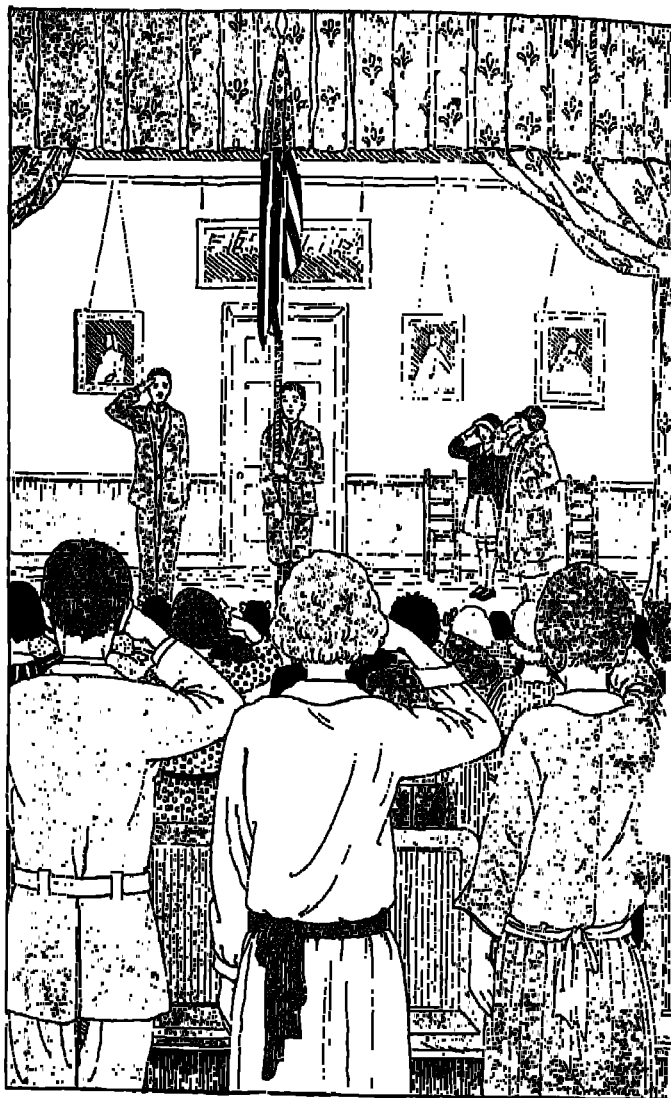
Turn to page 187 and read once more the letter that Moses wrote to Harry.

What interesting news does Moses tell Harry?

What does Moses expect to do that he thinks Harry will like?

Now pretend that you are going to invite a friend to visit you. Plan the pleasure that you are going to give to your friend. You may intend to take your friend to the museum or to a party or to the circus or to some other place that you think interesting. Talk over with your classmates what you will say.

Knowledge is power.



NINTH WEEK

A DAY IN SCHOOL

1. "Let us go to one of the public schools and see the morning assembly," said Mrs. Smith to her little guests.

2. The guests saw the children salute our country's beautiful banner and heard them say the pledge to the flag.

3. The boys' voices were very sweet, and the visitors enjoyed hearing the patriotic songs.

4. After the assembly, they went to one of the classrooms and saw the pupils begin the regular exercises of the day.

5. "We're just reading a story about Henry Hudson and the Hudson River," said the teacher.

6. When the geography lesson began, at ten o'clock, the children had to locate countries and cities, and tell where products such as tobacco and cotton and ivory are found.

7. Next came a two-minute drill, in which the children had to stretch and bend so as to exercise the muscles of the waist and wrist and ankle.

8. "We're sorry that we must go now, for we've had a very pleasant morning," said Mrs. Smith to the teacher.

SPELLING

pub'lic	hear'ing	Hen'ry Hud'son	two-min'ute
as sem'bly	pa'tri ot'ic	lo'cate	drill
sa lute'	class'rooms'	prod'ucts	waist
ban'ner	reg'u lar	to bac'co	wrist
pledge	ex'er cis'es	cot'ton	an'kle

Antonyms

found

lost

beautiful

ugly

Exercises

I

Read the following sentences and select antonyms:

1. "I can't write my lesson, because I have lost my pencil," said Ruth.

2. "I have found your pencil. It was on the floor," said Kate.

3. "Don't you like to look at beautiful things?" asked Lillian.

4. "Yes, no one likes to look at ugly things," replied Ellen.

II

See if you can write sentences using the antonyms given above.

FIRST LANGUAGE LESSON

Sentence Study: Subjects and Predicates.¹³ Review of Abbreviations

Read the following sentences. Name the subject and the predicate of each one. How can you make it easy to find the subject and predicate in sentences 1 and 8? (See page 162.)

1. Did Mrs. Smith enjoy the morning assembly?
2. The guests liked the boys' sweet voices.
3. All the children knew how to say the pledge.
4. The pupils were reading about Henry Hudson's voyage.
5. Henry Hudson was an Englishman.
6. Henry Hudson discovered the beautiful Hudson River.
7. Our geography lesson began at ten o'clock.
8. Are the cities of the United States large?
9. Cotton grows in our southern states.
10. Tobacco grows in North Carolina.

What abbreviation can you find in sentence 1, above? For what does it stand? For what does *Mr.* stand? *Dr.*? What mark is placed after every abbreviation?

What word showing possession can you find in sentence 2? Is it singular or plural? How do you know? What word showing possession can you find in sentence 4? Is it singular or plural? What mark is used in words showing possession?

Change sentences 2, 3, and 4 to questions. What mark should then be placed after each sentence?

Change sentences 1 and 8 to statements. What mark should then be placed after each sentence?

How many parts must there be in a sentence?

Oral and Written Exercises

I

Copy the sentences in today's language lesson. Draw one line under the subject and two lines under the predicate of each sentence.

II

Combine the following subjects and predicates so as to make sensible sentences :

SUBJECTS	PREDICATES
1. A huge walrus	grow in tropical countries.
2. The slave and the lion	has very long legs.
3. The people of Israel	were comrades.
4. The ostrich	were slaves in Egypt.
5. Banana trees	was lying on a block of ice.

III

Change sentences 6, 9, and 10 in today's language lesson to questions.

IV

Write abbreviations for the following :

United States of America
North Carolina
New York
California
New Jersey

V

What is meant by the *subject* of a sentence?

What is meant by the *predicate* of a sentence?

SECOND LANGUAGE LESSON

Capitals: Titles of Books ¹⁴

Read the following sentences :

1. The children were reading different storybooks.
2. The name of the book that Mary was reading was "Alice in Wonderland."

3. John was reading "The First Jungle Book."
4. Henry liked "Robinson Crusoe" better than either of the other books.

What book was Mary reading?

With what kind of letter does each important word in the name of her book begin?

What book was John reading?

The name of a book or story is often called the *title* of the book or story.

What is the title of the book that Henry liked?
How do the words of the title begin?

What is the title of the story on page 193? How do the words of this title begin?

What is the title of the first story told in this book?
How do the words of that title begin?

Remember: We begin with a capital each of the important words in titles of books or of stories.

Dictionary Practice

When we read storybooks, we sometimes see words that we do not understand. The dictionary is the book which tells us the meanings of words. All the words in the dictionary are arranged according to the letters of the alphabet.

Which of the twenty words in the spelling lesson on page 194 begin with *a*? with *b*? with *c*? with each other letter of the alphabet in order? See if you can arrange the twenty words of the spelling lesson in alphabetic order.

Perhaps your teacher will let you write the words on the blackboard. In writing them, be sure to look carefully at the first letter of each word to see if you are following the order of the letters of the alphabet.

Written Exercises

I

Make a list of at least four titles of the stories you have now studied in this book. Remember to use the correct capitals.

II

Write the title of the story in your reader that you like best.

III

Write the titles of several books you have read.

IV

Now write the rule for capitals that you have learned today.

V

Turn to page 186. Copy the twenty words of the spelling lesson, arranging them in alphabetic order.

ORAL COMPOSITION

Turn to page 187 and read again the letter that Moses wrote to Harry.

Last week you planned the letter you were going to write to a friend. Tell what you are going to say in your letter.

WRITTEN COMPOSITION

Now write your letter. Use your own address and today's date for the heading. Be sure to arrange the various parts of your letter correctly. Your teacher will write on the blackboard for you any words which you are not sure you can spell.

Draw an envelope and address it to your friend.

Practice makes perfect.

TENTH WEEK

Review of Spelling

1	2	3	4
slave	flight	for'ty-two'	pub'lic
mas'ter	Is'ra el	prin'ci pal	as sem'bly
Rome	E'gypt	con sent'	sa lute'
a wak'ened	Bi'ble	cer'tain	ban'ner
ter'ri ble	toiled	schol'ar	pledge
limped	in'fants	ab'sent	hear'ing
rubbed	Mo'ses	group	pa'tri ot'ic
shoul'der	des'ert	os'trich	class'rooms'
thorn	pray'ers	bunch'es	reg'u lar
drew	de liv'er	at tract'ed	ex'er cis'es
com'rades	re fused'	mon'keys	Hen'ry Hud'son
run'a way'	plagues	el'e phants	lo'cate
a mused'	tor ment'	wal'rus	prod'ucts
Ro'mans	fol'lowed	i'vo ry	to bac'co
com'bats	char'i ots	tusks	cot'ton
sprang	reached	co'co nut'	two-min'ute
to'ward	Red Sea	palms	drill
in'stant	stretch	ba na'na	waist
tear'ing	passed	trop'i cal	wrist
for'mer	drowned	de scribe'	an'kle

Dictation Exercises

I

The slave's master was so cruel that the slave ran away to a cave in the woods. One day a lion limped into the cave. The slave drew out a thorn which was

in the lion's paw. The two became comrades and lived happily until some Roman soldiers caught the runaway slave and took him back to Rome.*

II

The story of the flight of the people of Israel from Egypt is a very interesting one. Moses had been brought up by the king's daughter. God used him to deliver his people from their enemies. God divided the Red Sea so that the people of Israel passed over on dry ground.

III

One day our principal said, "You may all go to the park this afternoon, because your morning's work has been well done." The pupils' delight at the monkeys' tricks was great. The elephants' trunks and the ostriches' long legs amused them. They saw, also, the coconut palms and the banana trees from the tropical countries.

IV

Have you ever taken part in the morning exercises in an American public school? The children salute the flag, say the pledge, and sing patriotic songs. "The children are studying geography, and they can locate some of the countries and some cities," said the teacher.

* Dramatizations are not only interesting to children but they afford excellent practice in oral English. The story of "The Slave and the Lion" is well suited to dramatizing, and it is suggested that, if time permits, the children be encouraged to dramatize it.

FIRST LANGUAGE LESSON

Review of Sixth and Seventh Weeks

Oral and Written Exercises

I

Copy the following stanza:

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With Freedom's holy light;
Protect us by Thy might,
Great God, our King.

II

Answer these questions:

1. How does each line of the stanza begin? Why? Write the rule.
2. What words, besides the first word of each line, begin with capitals? Why? Write the rule.
3. Which lines are indented? Why?
4. What two words showing possession are used in the stanza?
5. Where is the apostrophe placed in each of these words? Which is singular and which is plural?

III

Write sentences, using the correct forms of the following words to show possession: *slave, daughters, boys*.

IV

The Lord said to Moses, "Stretch out thine hand over the sea and divide it."

Why is there a comma after *Moses*? Write the rule.
Why does *Stretch* begin with a capital? Write the rule.

V

Write the forms of *hurt, burst, cut, put, hit, shut* in columns with the following headings: *Present Time, Past Time, With Helping Words.*

Fill each blank with the correct form of one of the words you have just written :

1. The lion had ----- his paw.
2. ----- the door.
3. Yesterday, I ----- my finger.
4. "I have ----- the ball," said John.

SECOND LANGUAGE LESSON

Review of Eighth and Ninth Weeks

Oral and Written Exercises

I

Write your own address and today's date as the heading of a letter.

Write the closing line you would use if you were writing to your teacher. Write the signature.

Draw an envelope and address it to your teacher.

II

Give the abbreviations for *Doctor, Mister, Street, Avenue, January*, and the names of the days of the week.

III

Draw one line under the subject and two lines under the predicate of each of the following sentences:

1. Was Moses a good man?
2. The people of Israel were slaves in Egypt.
3. Mrs. Smith enjoyed her visit to the public school.
4. Were the exercises very interesting?
5. The walrus has ivory tusks.
6. The ostrich runs very swiftly.
7. Is tobacco grown in the United States?

IV

From the following groups of words, select those which are not sentences:

1. The morning exercises.
2. All the children saluted the American flag.
3. The monkeys' tricks.
4. The Roman soldiers caught the runaway slave.
5. Has long legs.

V

Select the words showing possession in the following sentences:

1. Mrs. Smith's little guest put on her coat.
2. The pupils' lessons were all well learned.
3. Our teacher said, "An elephant's strength is much greater than a horse's strength."

VI

Why are capitals used in the following sentences?

1. Have you read "Hans Brinker"?
2. I like to read "Aladdin and his Wonderful Lamp."
3. John liked "The Swiss Family Robinson" very much.

VII

Turn to page 200. Copy the words in column 2, arranging the words in alphabetic order.

ORAL COMPOSITION

Turn to page 193 and read again the story entitled "A Day in School."

What is done at the assembly, or how is the day begun at school?

After the assembly is over, what happens?

What are some of the lessons you study in the classrooms?

What are some of the exercises you take?

What are some of the games you play?

Now tell the story of a day in your school.

* WRITTEN COMPOSITION

See if you can write two paragraphs about a day in your school. The questions on this page may help you to know what to say in each paragraph.



ELEVENTH WEEK

DAVID AND GOLIATH ¹⁵

1. David is one of the heroes of the Bible, and the story of his fight with the huge giant, Goliath, is one of the boys' favorites.

2. Goliath, who was the strongest man of the enemies' army, believed that no other soldier could fight him.

3. David's older brothers were soldiers in the army of the people of Israel, and the young shepherd boy, while visiting them, was amazed to hear the giant's boasts.

4. David therefore asked Saul, who was the king of Israel, to allow him to answer the challenge of the giant.

5. Saul, King of Israel, dressed David in his own armor and put a helmet of brass on his head, saying, "Go, and the Lord be with thee."

6. But King Saul's armor was too heavy, so, instead of wearing it, David armed himself with five smooth stones and a sling.

7. Crying, "I come to thee in the name of the Lord of hosts," David threw one of the pebbles and smote the giant in the forehead.

8. As Goliath lay senseless on the ground, David ran to him, drew the giant's sword out of its sheath and cut off his head.

SPELLING

Da'vid	vis'it ing	ar'mor	peb'bles
he'roes	a mazed'	hel'met	smote
huge	boasts	brass	sense'less
gi'ant	Saul	wear'ing	sword
fa'vor ites	chal'lenge	sling	sheath

Homonyms

- two* The *two* armies were fighting each other.
to Saul gave his armor *to* David.
too Saul's armor was *too* heavy for David.

Antonyms

heavy light

Exercises

I

In the following sentences, fill each blank with one of the homonyms in today's lesson :

1. Please give that book ----- me.
2. That example is not ----- difficult.
3. I have ----- parents.
4. Give ----- pencils ----- the boy.

II

See if you can select the antonyms used in the following sentences :

1. "This bag is so heavy that I can hardly lift it," said John.
2. "If I remove some of the things that are in it, it will be light enough for you to carry," answered his mother.

III

Write sentences, using correctly the homonyms and antonyms given on page 208.

FIRST LANGUAGE LESSON

Titles of Honor or Respect

Read sentence 4 in the story of David and Goliath.
Who was Saul?

What word is placed before Saul's name in sentence 6?

With what kind of letter does the word begin?

The word *King*, placed before Saul's name, is called a title and should be begun with a capital. This title could be written in either of two ways:

Saul, King of Israel

or

King Saul

How does it begin in sentence 5? in sentence 6?

Read sentence 4 again. How does the word *king* begin in that sentence? It is not used as a title in that sentence.

Below are other words that are often used as titles. They are written with capitals when used with names. They are written with small letters when used without special names.

Prince John

President Coolidge

Governor Taylor

General Grant

Colonel Roosevelt

Notice how the same words begin in the following sentences:

1. There are no kings or princes in America.
2. We must all show respect to the president of our country.
3. A governor may be a member of any party.
4. The colonel ranks below the general.

Remember: We begin with capitals titles of honor or respect.

Oral and Written Exercises

I

Read or copy the following sentences:

1. The armor was worn by King Saul.
2. Did David wear the king's armor?
3. Mr. Miller was visiting President Coolidge.
4. Who is the president of our country?
5. All the boys admired Colonel Roosevelt.
6. A soldier must obey the colonel's orders.
7. A letter has been sent to Governor Bradford.
8. Albany is the city in which the governor lives.

II

Why are capitals used in sentences 1, 3, 5, and 7?

Why are small letters used for the same words in sentences 2, 4, 6, and 8?

III

Write the rule that you have learned today.

IV

Copy the words showing possession used in the story on page 207.

SECOND LANGUAGE LESSON

Abbreviations

Read the following sentences :

1. The American army was under the command of General Pershing.
2. Colonel Roosevelt was a very brave soldier.
3. Captain John Smith lived in Virginia.
4. Have you met Lieutenant James Brown?
5. The home of President Coolidge is in New England.
6. The people loved Governor Taylor.
7. Mr. David Baker is the mayor of our city ; therefore he is called the Honorable David Baker.
8. Since our pastor's name is Henry Jones, he is called the Reverend Henry Jones.

Why do we begin with capitals *General Pershing?* *Colonel Roosevelt?* *Captain John Smith?* Repeat the rules. (See page 281, rule 2, and page 282, rule 14.)

Sometimes we write titles in a shorter way. Let us study a few of them. Notice the period after each short form or abbreviation.

For *General Pershing* we may write *Gen. Pershing.*

For *Colonel Roosevelt* we may write *Col. Roosevelt.*

For *Captain John Smith* we may write *Capt. John Smith.*

For *Lieutenant James Brown* we may write *Lieut. James Brown.*

For *President Coolidge* we may write *Pres. Coolidge.*

For *Governor Taylor* we may write *Gov. Taylor.*

For *Honorable David Baker* we may write *Hon. David Baker.*

For *Reverend Henry Jones* we may write *Rev. Henry Jones.*

Written Exercises

I

Copy the titles studied in today's lesson. Beside each one write the abbreviation. Do not forget the period.

II

Write the rules for the other capitals used in sentences 1 and 3, on page 211.

III

Why does *King Saul* begin with capitals?

IV

Copy the first six sentences on page 211. Draw one line under the subject and two lines under the predicate of each sentence.

ORAL COMPOSITION

Read again the story on page 207.

About whom is the story told?

Whom was he visiting in the camp?

What did he hear while there?

What request did David make of King Saul?

What did the king do?

How did David prepare for the fight?

What happened?

He is thrice armed whose cause is just.

TWELFTH WEEK

THE TELEPHONE

1. One rainy Saturday morning, when Helen and Mary were busy in the kitchen helping their mother, they heard the sound of a bell.

2. "That's the telephone. Let me answer it," cried Helen, running down the hall.

3. "Hello," said Helen, putting the receiver to her ear and her mouth close to the mouthpiece. "Is that you, Betty?"

4. Helen could hear Betty speak just as plainly as if she were in the same room, and the two girls talked for several minutes.

5. "A fair is being held to make money for the wounded soldiers. Betty would like us to go with her this afternoon. May we?" said Helen eagerly.

6. "If you'll both help me to clean those kitchen closets, I'll permit you to go," answered Mrs. Jones.

7. Putting on their aprons, the two girls soon had all the shelves scoured and the kitchen supplies in order.

8. "As you've been good children, here is half a dollar for you to spend at the fair," said Mrs. Jones, and two happy little girls ran off to meet their friend.



SPELLING

rain'y	hel lo'	fair	a'prons
Hel'en	re ceiv'er	wound'ed	shelves
sound	mouth'piece'	ea'ger ly	scoured
tel'e phone	plain'ly	clos'ets	sup plies'
run'ning	talked	per mit'	or'der

Homonyms

- fair* A great deal of money is often made at a *fair*.
fare The *fare* on some trolley cars is five cents.
meet The children ran to *meet* their friend.
meat Mother buys *meat* from the butcher.

Exercises

I

Fill these blanks with the correct homonyms:

1. The ----- on the trolley car which took me to the ----- was seven cents.
2. "If we go to the fair, we shall ----- some of our friends," said Helen.
3. "On your way back from the fair, I want you to buy some ----- for dinner," said Mrs. Jones to the children.

II

See if you can use the new homonyms in sentences like those given above.

FIRST LANGUAGE LESSON

Ways of Showing Possession: Irregular Plurals

Read the following sentences:

1. The children were busy in the kitchen.
2. Many women clean their kitchens on Saturday.

3. The men in the camps were soldiers.
4. The children's tasks were easy.
5. Some women's kitchens are very clean.
6. The men's camps were visited by the children.

In sentence 1, on page 215, in what number is the word *children*?

In sentence 2, in what number is the word *women*?

In sentence 3, in what number is the word *men*?

How is the plural of words regularly formed? Do these words — *children*, *women*, *men* — follow the general rule? What are such plurals as these called?

In sentence 4, whose tasks were easy? What is the difference between the way *children* is written in sentence 4 and the way it is written in sentence 1? Why is the apostrophe used in sentence 4? Does this plural end in *s*? Where is the apostrophe placed?

Read sentence 5. Does the plural of *woman* end in *s*? How is it changed to show possession?

Read sentence 6. Does the plural of *man* end in *s*? How is it changed to show possession?

Remember: When the plural of a word does not end in *s*, an apostrophe and an *s* are added to show possession.

Oral and Written Exercises

I

Read these two sentences below. In which one is there a word showing possession? What is it?

1. The tricks of the monkeys were amusing.
2. The monkeys' tricks were amusing.

II

Rewrite the following sentences, using words showing possession :

1. The voices of the children were sweet.
2. The kitchens of the women were clean.
3. The voices of the men were loud.

III

Write the plurals of *mouse*, *goose*, *tooth*, and *foot*.

IV

Read sentence 7 on page 213. Write the singular of *aprons*, of *shelves*, of *supplies*. Write the rule for forming the plural of each word. (See pages 283 and 284.)

V

Write the rule taught in today's lesson.

SECOND LANGUAGE LESSON†

Exercise in Invention. Review of Contractions.
Forms of *Teach* and *Freeze*

Read this little story :

One day, Harry and Fred ~~were~~ talking to each other over the telephone. If you had been standing beside Fred, this is what you would have heard him say :

"Hello !" -----

"Is that you, Harry ?" -----

"What are you going to do this afternoon ?" -----

"Did you say Captain Miller is visiting you ?" -----

"You're going out with him ?" -----

"I couldn't hear that last sentence. Put your mouth close to the mouthpiece." -----

"Yes, that's better."-----

"But is the lake frozen?"-----

"Would he teach me to skate too?"-----

"Yes, I've a pair of skates."-----

"Please wait a minute. I'll ask Mother if I may go with you."-----

"Mother says if you're sure Captain Miller won't mind, she'll let me go."-----

"That's fine. I'll come right away. Good-by."

After you have read what Fred said, tell the class what you think Harry said.

Which of the sentences that Fred used are questions? What mark is put after them? Which are statements? What mark is put after them?

What title does Fred use? What is the short form which is sometimes used?

What contractions does Fred use? What does each one stand for?

Here are different forms of two of the words that Fred used. See if you remember the headings for the columns in which they are written:

freeze

froze

frozen

teach

taught

taught

Dictionary Practice

If Fred had forgotten Harry's telephone number, where would he have been likely to find it? In what order are the names in the telephone book arranged? Which of your classmates have last names beginning with A? with B? with each of the other letters? See

if you can put their last names into alphabetic order.
Now arrange their first names in alphabetic order.

Written Exercises

I

In the following sentences fill the blanks with correct forms of *freeze* and *teach* :

1. Last Saturday Captain Miller ----- the boys to skate.
2. The lake was ----- over.
3. "Every day I ----- you something new," said Miss Black.
4. "We have ----- the children to spell," said the principal.
5. Last night the water ----- in the pitcher.

II

Write the contraction for each of the following : *is not, they are, you will, does not, they have, do not.*

III

Write the abbreviation for the title given before each of the following names :

Captain John Miller
Reverend James A. Jones
Honorable Peter B. Brown
Lieutenant F. Smith

IV

Write in alphabetic order the words in the spelling lesson on page 215.

ORAL COMPOSITION

Turn to page 207 and read once more the story of "David and Goliath."

Answer the questions which you see on page 212. You will find that you have told the story.

WRITTEN COMPOSITION

Now write the story. Remember to leave the correct margins. Ask your teacher to write on the blackboard any words you are not sure you can spell.

Cleanliness is next to godliness.

THIRTEENTH WEEK

THE POSTMAN

1. The postman bringing the mail is the person whom everybody is always glad to see.

2. This morning our postman brought us four letters, a package of newspapers, and one other parcel.

3. As it was raining hard, he wore a raincoat and rubbers, and carried a big umbrella.

4. When David heard the postman's ring, he cried, "I'm sure there is something for me."

5. "No matter what the weather is like, our postman goes from house to house with his big bag slung on his shoulder," said David's father.

6. "This is the third rainy morning this week, but I'm hoping it will clear up this afternoon," said the postman as David opened the door.

7. "That square envelope is for Edith, but the parcel is for me," cried David.

8. To the children's delight, the parcel proved to have in it marbles for David and a big doll for Edith.

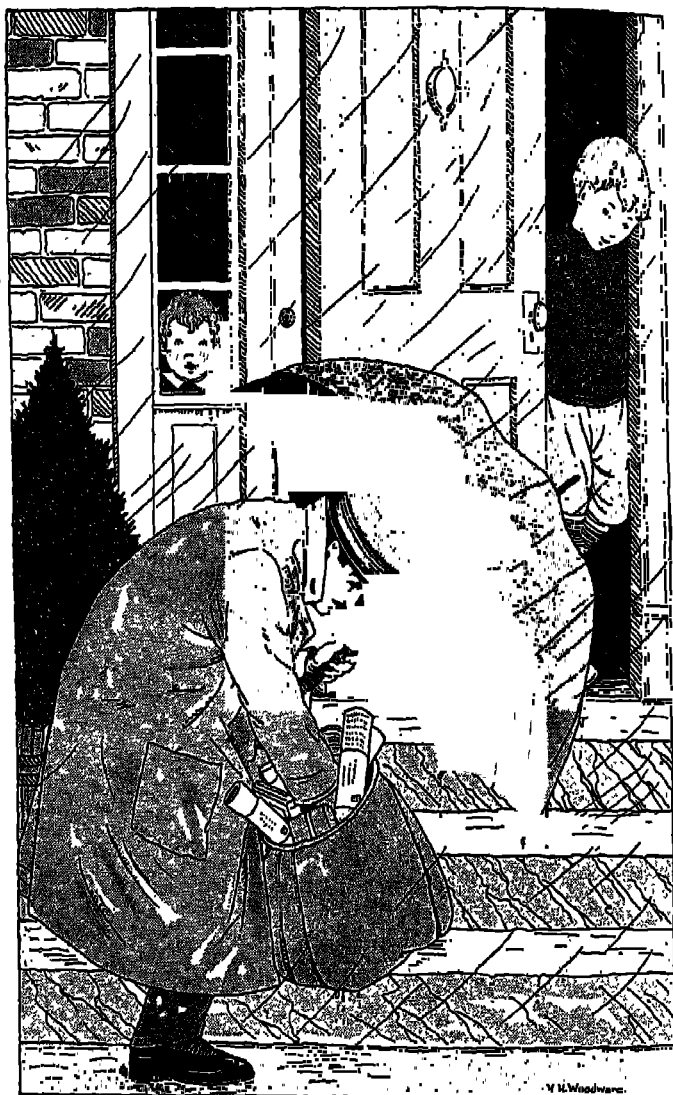
SPELLING

post'man
mail
pack'age
news'pa'pers
par'cel

rain'ing
rain'coat'
rub'bers
um brel'la
some'thing

mat'ter
slung
third
clear
o'pened

square
en've lope
E'dith
proved
mar'bles



Homonyms

heard "I *heard* the postman's ring," cried David, running to the door.

herd A large number of animals gathered together is called a *herd*.

Antonyms

open

shut

Exercises

I

In the following sentences fill each of the blanks correctly with one of the homonyms given above:

1. When I visited my uncle's farm, I saw a large ----- of cows.
2. We ----- the noise made by the cows before we saw them.

II

See if you can select the antonyms used in the following sentences:

1. When the weather is very warm, we open all the windows.
2. When the weather is very cold, we shut the windows.

III

In the following sentences fill the blanks with antonyms:

1. "As it is time to begin our lesson, you may ----- your books to page 18," said Miss Black.
2. "When our lesson is finished, we shall ----- our books," continued the teacher.

FIRST LANGUAGE LESSON

A Letter of Thanks for a Gift

Read the following letter :

136 Prospect Avenue
North Adams, Mass.
March 18, 1926

My dear Uncle John :

David and I were very glad when the postman came this morning and brought a parcel from you.

David says the marbles are just what he wants, for he has lost most of those he had. I think my doll is lovely. When I took her up, she opened her eyes and said "Mamma" quite clearly. I just love her. Thank you ever so much for sending her to me.

Your loving niece
Edith

Why does Edith write this letter?

Why were David and she so much pleased with the postman's visit?

Do you think Uncle John's choice of presents was good? What does Edith say that makes you think so?

What name is given to the part of the letter that tells the news?

Name the other parts of a friendly letter and tell where each should begin.

What quotation marks can you find in this letter? Why are they used?

Uncle John is a clergyman and his name is John Robinson White. He lives at 148 Main Street, East Orange, New Jersey. Draw a picture of the envelope that Edith used and address it to Uncle John. Be sure to use the right title. Use only the initial of his second name.

Written Exercises

I

Copy Edith's letter. Be sure to leave the correct general and paragraph margins.

II

Draw a square envelope like the one which Edith received from the postman.

Edith's whole name is Edith Louise Moore. Address the envelope to her. See if you can find Edith's address.

III

Write the closing line and your own signature for each of the following letters :

- A letter to your aunt
- A letter to your father
- A letter to your cousin
- A letter to your teacher
- A letter to your friend

IV

Write the abbreviation for each of the following words used as titles: *General, Lieutenant, Colonel, Governor, President, Honorable.*

SECOND LANGUAGE LESSON

May and Can

Read the following sentences :

Edith said to her mother, "Can I write a letter to Uncle John?"

Edith's mother replied, "You *can* write a letter to Uncle John, because you have the paper, the pen, and the ink, and you know how to write. You *may* not write a letter to Uncle John now, because I want you to help me get supper."

After supper was over, Edith said to her mother, "May I write a letter to Uncle John now?"

What do you think was the mother's answer to Edith's question?

Answer the following questions about yourself :

1. *Can* you go to visit a friend on Saturday afternoon?
2. *May* you go to visit your friend without your mother's permission?
3. What word must you use in asking permission?
4. Suppose you wish to borrow a book from a friend, what should you say to your friend?

Remember:

1. *Can* is used in speaking of the power or ability to do something.
2. *May* is used in asking or giving permission to do something.

You *can* arrange words in alphabetic order, for you know the letters of the alphabet. Ask your teacher if you *may* arrange in alphabetic order the words in the spelling lesson on page 221.

Oral and Written Exercises

I

Use *may* or *can* correctly in the following sentences :

1. David has hurt his hand, but he ----- still play with his marbles.
2. Mother said to Edith, "You ----- write your letter after supper."
3. Edith ----- write a letter, because she knows how to write and how to spell.
4. My mother says we ----- not play with our dolls until we have learned all our lessons.
5. "----- I open the door for the postman?" asked David?

II

Use *may* or *can* correctly in the following sentences :

1. Arthur had broken his leg, but he ----- walk again now.
2. "Mother, ----- we go to see Arthur?" asked Lillian.
3. "Yes, you -----, but ----- you find your way to the part of the city where he lives?"
4. "I'm sure that we -----, and I'm very glad that we ----- go," said Lillian.

III

Write a sentence using *may* correctly.

Write a sentence using *can* correctly.

IV

Arrange in alphabetic order the words in the spelling lesson on page 208.

ORAL COMPOSITION

Turn to page 224 and read once more the letter that Edith wrote to Uncle John.

What gifts had Uncle John sent to the children?
What did Edith say about them?

In how many paragraphs did she arrange her letter?
What did she say in the first? in the second?

Now pretend that you have received a gift from an aunt or an uncle of yours. Plan the letter of thanks that you will write. Be sure to say why you like the gift. Talk over with your classmates what you are going to write.

All things come to him who waits.

FOURTEENTH WEEK

KING CANUTE ON THE SEASHORE¹⁸

1. More than a century after the brave and wise King Alfred's time, England was ruled by a king named Canute.

2. King Canute's officers were always praising him and they liked to flatter him by saying, "You are the mightiest man in all the world."

3. Now as King Canute was a sensible person, he grew very tired of hearing the silly speeches of his officers.

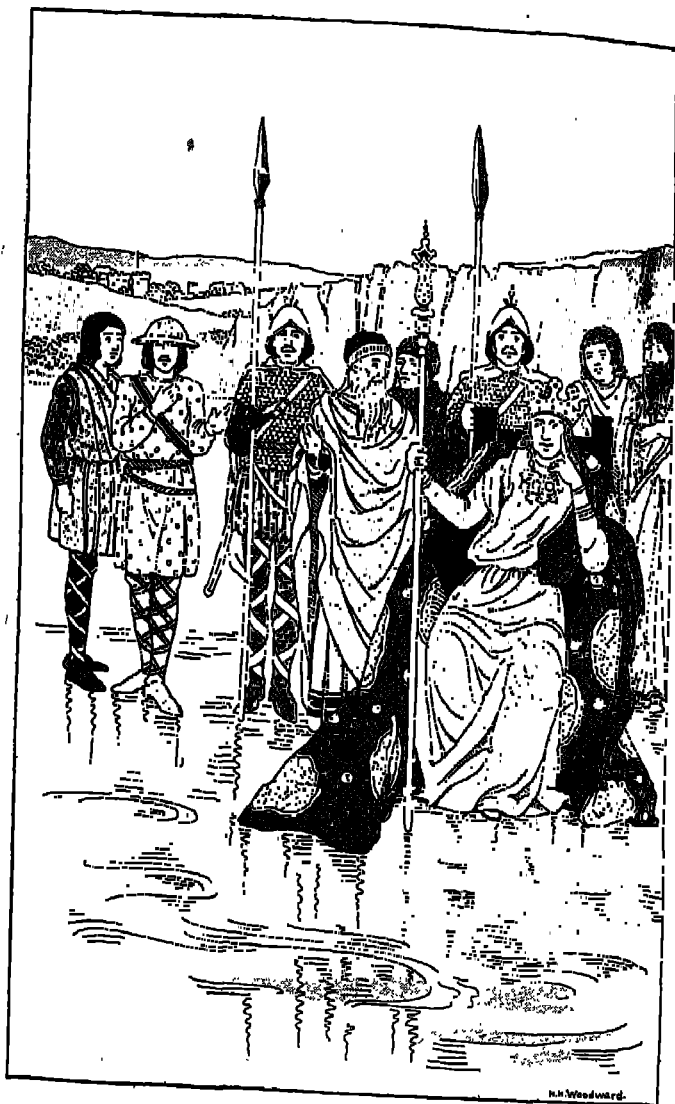
4. One day, thinking that he would teach the officers a lesson, he told them to place his chair on the beach close to the edge of the sea.

5. Then said King Canute, "You must answer me truthfully. Will all things in the world obey me? Will even the ocean obey me?"

6. The foolish officers' surprise was great, but they replied without a moment's delay, "Command even the sea, and it will obey your voice."

7. "I command you to advance no farther," cried King Canute to the ocean.

8. But higher and higher rolled in the tide, and the king turned to his officers, saying, "You see now that only God has power over all things. You must praise Him and not me."



SPELLING

cen'tu ry	sen'si ble	truth'ful ly	ad vance'
of'fi cers	sil'ly	fool'ish	far'ther
prais'ing	speech'es	with out'	high'er
flat'ter	close	de lay'	rolled
might'i est	edge	com mand'	pow'er

Homonyms

tide The *tide* comes in twice during every twenty-four hours.

tied I have *tied* my shoe strings carefully.

Antonyms

sensible foolish

Exercises

I

In the following sentences fill each of the blanks correctly with one of the homonyms given above:

1. The children liked to walk along the seashore watching the ----- come in.

2. The grocer placed all the parcels in one package and ----- the package securely.

II

See if you can select the antonyms in the following sentences:

1. A sensible child looks carefully before he crosses the road.

2. A foolish child runs across without looking, and he may therefore be hurt.

III

Write sentences using correctly the homonyms given on page 231.

Write sentences using the antonyms correctly.

FIRST LANGUAGE LESSON

Subjects and Predicates. Capitals and Ways of Showing Possession

Read the following sentences. Name the subject and the predicate of each one.

1. Canute was the king of England.
2. King Canute's officers were always praising him.
3. These officers' speeches were very silly.
4. Was King Canute the mightiest man in all the world?
5. The foolish officers were taught a lesson by the wise king.
6. The king's chair was placed on the beach near the sea.
7. King Canute commanded the sea to advance no farther.
8. Did the sea obey the king's voice?
9. God is the only all-powerful King.
10. The sea obeys His voice.
11. The Lord holds the sea in the hollow of His hand.

What mark is placed at the end of sentence 4? of sentence 8? Why is this mark used?

What mark is placed at the end of each of the other sentences? Why is it used?

What titles can you find in some of the sentences above? Name some other titles that you know. How should titles be written? Repeat the rule.

Why are capitals used in the last three sentences? Repeat the rule.

What words showing possession can you find in some of the sentences? Which are singular? Which is plural? Repeat the rules you have learned for ways of showing possession.

What is the plural of each of the following words: *speech, officer, beach, king, man*?

How is the plural of words generally formed?

Written Exercises

I

Write five sentences. Divide each sentence so as to show the subject and the predicate.

II

Write the rules for the capitals used in sentence 1 of the story on page 229.

Write the rules for the capitals used in sentence 11 on page 232.

III

Rewrite the following, using words showing possession:

1. The speeches of the officers.
2. The voice of the king.
3. The command of the general.
4. The hands of the men.
5. The sword of Goliath.

IV

Write the plural of each of the following words: *child, church, sea, leaf, sky, boy*.

SECOND LANGUAGE LESSON

Learn and Teach

Read once more the story about King Canute on the seashore.

What lesson did the king desire to teach his officers?

How did the king teach this lesson?

Do you think the officers learned the lesson?

What lesson has your teacher taught you today?

Have you learned the lesson?

Who did the teaching? Who must do the learning?

Can your teacher learn your lesson for you?

Notice how *learn* and *teach* are used in the following sentences:

1. "Miss Black, will you *teach* us a new poem?" asked David.

2. "Yes, when you have *learned* all your other lessons perfectly," replied Miss Black.

Remember: The teacher *teaches*, but the pupil *learns*.

Dictionary Practice

Several weeks ago you learned how to arrange words in alphabetic order. Sometimes in a list of words you will find several which begin with the same letter. In the list of words on page 231, which words begin with *c*?

Let us write these words: *close, command, century*.

Now look at the *second* letter in each word. Rearrange the words in alphabetic order according to the second letter. Let us write them again: *century, close, command*.

Remember: Whenever two or more words in a list begin with the same letter, the words should be arranged according to the second letters.

Written Exercises

I

Copy the forms of these words and learn them :

PRESENT TIME	PAST TIME	WITH HELPING WORDS
teach	taught	taught
learn	learned	learned

II

Fill the blanks below with correct forms of *teach* or *learn* :

1. Hundreds of years ago King Canute ----- his officers that God only is all-powerful.
2. The officers needed to ----- this lesson.
3. Our teacher ----- us five new words today.
4. We must ----- these words for tomorrow's lesson.
5. Captain Miller ----- the boys to skate.
6. David's older brother ----- him to play marbles.
7. David ----- how to play marbles last summer.
8. "I like to ----- this class, because the pupils ----- quickly," said Miss Black.

III

Write sentences using *learn* correctly.

Write sentences using *teach* correctly.

IV

Write the words of the spelling lesson on page 231 in alphabetic order. Remember to look at the *second* letters of the words that begin with the same letter.

ORAL COMPOSITION

Turn to page 224 and read again the letter that Edith wrote to Uncle John.

Last week you planned the letter that you were going to write to your aunt or uncle thanking her or him for a gift sent to you.

Tell what you are going to say in your letter.

WRITTEN COMPOSITION

Now write your letter. Use your own address and today's date for the heading. Be sure to arrange the various parts of your letter correctly. The teacher will write on the blackboard for you any words which you are not sure you can spell.

Draw an envelope and address it to the person to whom you have written.

A word to the wise is sufficient.

FIFTEENTH WEEK

Review of Spelling

1	2	3	4
Da'vid	rain'y	post'man	cen'tu ry
he'roes	Hel'en	mail	of'fi cers
huge	sound	pack'age	prais'ing
gi'ant	tel'e phone	news'pa'pers	flat'ter
fa'vor ites	run'ning	par'cel	might'i est
vis'it ing	hel lo'	rain'ing	sen'si ble
a mazed'	re ceiv'er	rain'coat'	sil'ly
boasts	mouth'piece'	rub'bers	speech'es
Saul	plain'ly	um brel'la	close
chal'lenge	talked	some'thing	edge
ar'mor	fair	mat'ter	truth'ful ly
hel'met	wound'ed	slung	fool'ish
brass	ea'ger ly	third	with out'
wear'ing	clos'ets	clear	de lay'
sling	per mit'	o'pened	com mand'
peb'bles	a'prons	square	ad vance'
smote	shelves	en've lope	far'ther
sense'less	scoured	E'dith	high'er
sword	sup plies'	proved	rolled
sheath	or'der	mar'bles	pow'er

Dictation Exercises

I

David is one of the children's heroes, and they like to read the story of his fight with the giant. As King Saul's armor was very heavy, David wouldn't

wear it. Armed only with a sling and five pebbles, he went to fight the giant.

II

Betty and Helen talked to each other over the telephone. Each girl put the receiver to her ear and her mouth close to the mouthpiece. "Won't you come to the fair with me?" asked Betty.

III

"Our postman brings something for us, no matter how bad the weather may be," said Edith. The little girl's delight was great when she found that Uncle John had sent her a big doll.

IV

The officers of King Canute's court used to flatter him foolishly. To teach them the lesson that God alone has power over all things, the king placed his chair at the edge of the ocean and said to the waves, "I command you to advance no farther."

FIRST LANGUAGE LESSON

Review of Eleventh and Twelfth Weeks

Oral and Written Exercises

I

Why are capitals used in the words *King*, *General*, and *Governor* in the following sentences?

1. David couldn't wear *King* Saul's armor.
2. The army was led by *General* Pershing.
3. I am going to write to *Governor* Taylor.

II

Copy the titles used before the following names, and beside each one write the abbreviation :

Honorable John Brown
Reverend Arthur Kelly
Colonel Theodore Roosevelt
Lieutenant James Black
President Coolidge

III

Change the sentences below, so as to use words showing possession :

1. The rubbers of the children were left at home.
2. The pleasure of the women in visiting the fair was great.
3. The work of men is more difficult than the work of boys.

IV

Fill the blanks with correct forms of *teach* and *freeze* :

1. "I have ----- the children to skate," said Captain Miller.
2. Was the lake ----- last week ?
3. Miss Black said, "I ----- spelling every day."
4. Yesterday was so cold that the water ----- in the river.

V

Arrange the words in column 1, on page 237, alphabetically. Do this first according to the first letter of each word. If two or more words begin with the same letter, remember to arrange them according to the *second* letter.

SECOND LANGUAGE LESSON

Review of Thirteenth and Fourteenth Weeks

Oral and Written Exercises

I

Pretend that you are writing to your aunt.

Using your own address and today's date, write the heading of the letter in the right place on the paper. Now write the salutation.

Draw lines to represent the body of the letter. Make two or three paragraphs.

Now write the closing line and your own signature.

Draw an envelope and address it to your aunt. Pretend that her name is Mrs. Mary H. Jones, and that she lives at 258 Oak Street, Austin, Texas.

II

In the following sentences, fill the blanks with *may* or *can* :

1. "----- I get a drink of water?" said Edith to her teacher.

2. "I ----- say my poem now. ----- I recite it?" said David.

3. If Mary has hurt her hand, ----- she copy her lessons?

4. "Ellen ----- copy Mary's lessons," said the teacher.

III

Combine the following subjects and predicates so as to make sensible sentences :

SUBJECTS

1. The postman's umbrella
2. The children's presents
3. The ocean
4. King Canute
5. Uncle John
6. David

PREDICATES

did not like the officers' foolish speeches.
 sent David some marbles.
 did not wear King Saul's armor.
 were beautiful.
 was a very large one.
 is often very stormy.

IV

Select the words showing possession in Exercise III.
 Which are singular? Which are plural?

V

Write the plural of each of the following words:
wife, loaf, beach, valley, fly, foot.

VI

Fill the blanks below with correct forms of *learn* and *teach*:

1. What lesson did King Canute ----- his officers?
2. Did the officers ----- the lesson?
3. Last week our teacher ----- us how to write titles of books.
4. David has ----- his little brother to fly a kite.
5. We have ----- to make dolls' dresses.

ORAL COMPOSITION

Turn to page 229 and read again the story entitled
 "King Canute on the Seashore."

What country was ruled by King Canute?

What did his officers tell him?

What did King Canute think of these speeches?

What did he decide to do?

Where did the king have his chair placed?

What did he ask his officers?

What did the king say to the sea?

What happened?

What lesson had the king taught his officers?

Now tell the story. Use as many of the new words as you can.

* WRITTEN COMPOSITION

See if you can write two paragraphs about the story of King Canute. The questions on page 241 and on this page may help you to know what to say in each paragraph.

SIXTEENTH WEEK

MAKING FUDGE ¹⁷

1. As it was Sarah Brown's birthday, she had invited a number of her friends to spend the afternoon with her.

2. "Mother says we may make fudge. She has put chocolate and vanilla and some other materials on the kitchen table," said Sarah.

3. The entire company of boys and girls ran into the kitchen and were soon busily at work.

4. "Be sure to measure the sugar and milk carefully so as to have the right amount of each," said Kate.

5. "I'll stir it while it is boiling, but I don't know how to judge when it's cooked," cried John.

6. "If a small amount dropped into cold water forms a soft ball, you must take the candy from the fire and add the butter and vanilla," said Mrs. Brown.

7. Harry beat the mixture with a silver fork until it became creamy and could be poured into a pan to cool.

8. After Mary had cut the fudge into squares about one inch in width, each little cook was given a taste.

SPELLING

Sa'rah	en tire'	stir	mix'ture
fudge	com'pa ny	boil'ing	sil'ver
choc'o late	bus'i ly	judge	be came'
va nil'la	meas'ure	cooked	cream'y
ma te'ri als	a mount'	dropped	width



Homonyms

some *Some* other materials besides chocolate and vanilla were placed on the table.

sum To find the *sum* of several numbers, we must add them together.

right "Put the *right* amount of sugar into the mixture," said Mrs. Brown.

write I will *write* you a long letter soon.

Exercises

I

In the following sentences fill each blank with the correct homonym :

1. The _____ of 24 and 48 is 72.
2. The teacher gave the children _____ examples in addition.
3. "John's examples are _____," said Miss Jones.
4. Every week the children in our class _____ letters to their friends.

II

See if you can use the same homonyms in sentences like those given above.

FIRST LANGUAGE LESSON

Was it he, she, they ? It was or wasn't he, she, they ?

Read the following conversation :

"Who was it that had a birthday party?" asked Jane.

"It was Sarah Brown who had a birthday party," replied Kate.

"Was it she who showed you how to make such nice fudge?" asked Jane.

"No, it wasn't she. It was her mother," answered Kate.

"Who stirred the mixture? Was it Harry?" asked Jane.

"No, it wasn't he. It was John," said Kate.

"What was it that Harry did?" asked Jane.

"It was he who beat the mixture with a silver fork," replied Kate.

"What was it that Mary did?" asked Jane.

"It was she who cut the fudge into squares," answered Kate.

"Who ate all the fudge? Was it the children?" asked Jane.

"Yes, it was they," replied Kate.

In Jane's second question, about whom did she ask? What word did she use instead of Sarah Brown's name?

In Kate's reply to this question, did she use Sarah Brown's name? What word did she use instead of Sarah's name?

What was Jane's third question?

In Kate's reply, what word did she use instead of Harry's name?

What was Jane's last question?

In Kate's reply, what word did she use instead of *children*?

Remember: In speaking of people, we may use the words *he, she, they*, instead of repeating their names.

Written Exercises

I

Copy some of the quotations that you find in the conversation between Jane and Kate.

II

Copy each of the questions below. Write an answer to each question. Use *he*, *she*, or *they*. Begin your answer with *It was*.

1. Who put the materials on the kitchen table?
2. Who measured the sugar?
3. Who stirred the mixture?
4. Who beat the mixture till it was creamy?
5. Who cut the fudge into squares?
6. Who ate the fudge?

SECOND LANGUAGE LESSON

May and Can, Learn and Teach. Quotations and Ways of Showing Possession

Read this little story.

"We have chocolate, vanilla, sugar, milk, and butter, so we can make some fudge," said Mary to the other children at the party.

"Yes, if Sarah's mother says that we may," answered Harry.

When Sarah heard the children's remarks, she turned to her mother, saying, "Mother, may we make fudge? Please say that we may."

Mrs. Brown smiled kindly as she answered, "Yes, you may make some fudge, but can you do it?"

The children could not make the fudge, because they did not know how. Mrs. Brown was willing to teach them to make the candy. Sarah and her friends were eager to learn. They obeyed Mrs. Brown's directions, and she taught them so skillfully that they soon learned how to make very good fudge.

What did Sarah say to her mother? Why did she use *may* instead of *can*?

Which word is used in asking or giving permission? Which word means that you are able to do something? (See page 226.)

What was Mrs. Brown's answer? What question did she ask?

What was Mrs. Brown willing to do? Could she *learn* for the children? Who had to do the learning? What does the teacher always do? What must the pupils do if they wish to succeed?

Now tell what quotations you find in the story. Where are the marks placed? How does each quotation begin? How is each quotation set off from the rest of the sentence? Repeat the rules. (See page 173.)

What words showing possession can you find in the story? What mark is used? Where is it placed? Repeat the rules for ways of showing possession. (See page 284.)

Written Exercises

I

Copy the first three paragraphs of the story you have just read on page 247.

II

In the following sentences, fill the blanks with correct forms of *can*, *may*, *learn*, *teach*:

1. "As I have all the materials, I ----- make some fudge," said Mrs. Brown.

2. "----- I go to Sarah's party, Mother?" asked Harry.

3. "What did you ----- in school today?" asked John's father.

4. "Our teacher ----- us how to make a penwiper," replied John.

III

Rewrite the following sentences, using words showing possession :

1. The dresses of the children are pretty.
2. The aprons of the dolls were not easy to make.
3. The songs of the birds are beautiful.
4. The bark of a dog was heard.

IV

Write sentences containing quotations.

ORAL COMPOSITION

If you would like to make fudge such as the children made at Sarah's party, read these directions carefully.

MAKING FUDGE

In order to make fudge, we must have certain materials. We need two cups of sugar, one cup of milk, two squares of chocolate, one teaspoonful of vanilla, and one tablespoonful of butter.

The first thing we must do is to melt the chocolate. We then add the sugar and the milk and let the mixture boil slowly. When a small amount dropped into cold water forms a soft ball, we know that the fudge is cooked, and we take it from the fire. Next we add the butter and the vanilla and beat the mixture until it is soft and creamy. We then pour it into a greased pan. When it is cool, we cut it into squares, and our fudge is ready to be eaten.

What do we wish to make?

What materials must we have if we wish to make fudge?

In which paragraph is this told?

What must we do first?

What do we do next?

How do we know when the mixture is cooked enough?

What do we do after it is cooked enough?

What is the last thing we do?

In which paragraph is all this told?

Now see if you can tell just how fudge is made.

Remember:

1. What you are going to make and what materials you must use.

2. How you put these materials together and what you do with them.

Perhaps you know how to make some other kind of candy, such as peanut brittle or butterscotch. If so, tell the class how you make it.

If you do not know how to make any other kind of candy, you may know how to make something else; for example, a penwiper, a wagon, a kite, a doll's apron.

Tell what you are going to make and what materials you will need. Tell just how you use these materials and what you do with what you have made.

A person is known by the company he keeps.

SEVENTEENTH WEEK

COLUMBUS¹⁸

1. The story of Columbus is the one I like best of all those which we have read this term.

2. Last Wednesday, the children gave a play about Columbus. Richard was the king, Alice was the queen, Thomas was Columbus, and several of the boys and girls were gentlemen and ladies of the court.

3. Columbus said to the king and queen of Spain, "I believe that if I sail west, I shall find a short route to India, for I'm sure the earth is round."

4. "I'll give my jewels so that you may have money enough to make this voyage," cried the queen.

5. In the next scene Columbus was standing on the deck of his ship, and one sailor was watching the compass as he steered, while others were talking together.

6. The sailors were saying, "We're afraid to sail farther west. If we don't see land soon, you'll have to return to Spain."

7. Columbus did not lose his courage, and the last scene showed him planting the royal banner of Spain on the shore of the new island that he had found.

8. In honor of Columbus, we sometimes speak of our country as Columbia.



SPELLING

Co lum'bus	Spain	scene	cour'age
queen	route	watch'ing	roy'al
gen'tle men	In'di a	com'pass	hon'or
la'dies	jew'els	steered	some'times'
court	voy'age	a fraid'	Co lum'bi a

Homonyms

- read* Have you *read* the story of Columbus?
- red* When Thomas took the part of Columbus, he wore a *red* cloak.
- sail* "I shall *sail* next week," said Columbus, "and I believe that I shall find a short route to India."
- sale* "The *sale* of my jewels may provide the money," said Queen Isabella.

Exercises

I

In the following sentences fill each blank with the correct homonym :

1. I have ----- all the stories in this book.
2. My sister likes to wear a ----- hat.
3. All the money received at the ----- was given to the Red Cross.
4. The children enjoyed the ----- on the bay, even though the water was rough.

II

See if you can use in sentences the homonyms given above.

Name some other homonyms that you have learned.

FIRST LANGUAGE LESSON

Picture Study

Look at the picture on page 252.

1. What do you see in the foreground of this picture?
2. Which of the people is Columbus? How do you know?
3. How is Columbus dressed?
4. What is Columbus doing? To what country does the flag belong?

Who are the people behind Columbus? How are they dressed?

What do you see in the middle distance of the picture?

How many vessels do you see in the background of the picture? Have you ever seen pictures of the vessels that are now being used? Do they look like the vessels in this picture?

What kind of trees do you see in the picture? In what sort of climate do such trees grow?

Oral and Written Exercises

I

What names do we give to the different parts of a picture?

II

Write the answers to questions 1 through 4, above.

III

Turn to page 244. Answer the following questions about the picture on that page:

1. Of what room is this a picture?
2. What do you see in the foreground?

3. What do you see in the background?
4. What are the children doing? How do you know?

IV

Of all the pictures in this book, which one do you like best? Why?

V

Arrange the words in the spelling lesson on page 253 in alphabetic order. Do not forget the rule for the arrangement of words which begin with the same letter. (See page 235.)

SECOND LANGUAGE LESSON

Capitals, Quotations, Contractions, and Plurals

Read the following sentences and tell why each capital is used :

1. Columbus went to King Ferdinand and Queen Isabella of Spain, to tell them of his plan.
2. Queen Isabella was so much interested that she said, "You may sell my jewels in order to have money enough for the voyage."
3. I have read this story in a book called "Famous Men."
4. The boys' favorite books were "Arabian Nights" and "The First Jungle Book."
5. The girls' favorite books were "Alice in Wonderland" and "Hans Brinker."

Turn to the story on page 251.

What quotations can you find in the story? How does each quotation begin? How is each quotation set off from the rest of the sentence? Repeat the rules. (See page 173.)

What contractions can you find in the story? Tell the meaning of each one. What mark is used in each contraction?

What words in the story are in the plural number? How is the plural of a word usually formed?

What is the plural of each of the following words: *sailor, beach, baby, monkey, knife, woman*?

Written Exercises

I

Write sentences showing three different uses of capitals.

II

Write a sentence containing a quotation. Be sure to put the quotation marks in the right place, and do not forget the other punctuation marks.

III

Write contractions for the following:

cannot
do not
is not
was not

I have
you are
she is
we will

IV

Write sentences, using each of the following words in the plural number: *king, gentleman, lady, leaf, valley*.

V

Fill these blanks with words showing possession:

1. The ----- jewels were not sold.
2. The ----- faces were browned by the sun.

ORAL COMPOSITION

Turn to page 249 and read once more the story called "Making Fudge."

Now talk over with your classmates what you have decided to write about. It may be about the making of some other kind of candy or it may be about the making of a penwiper or of a wagon or of a kite or of a doll's apron or of anything else you like.

WRITTEN COMPOSITION

Now write your story. Remember in your first paragraph to tell what you are going to make and what materials you will need. In your second paragraph, tell just how you use these materials to make what you wish.

Ask your teacher to write on the blackboard any words you are not sure you can spell.

Nothing venture, nothing have.



EIGHTEENTH WEEK

THANKSGIVING DINNER

1. Thanksgiving Day, which comes on the last Thursday in November, is our great autumn holiday.

2. It is a day when we all rejoice and give thanks to God for the bountiful harvest and other blessings of the year.

3. Don't we all like to be in the family circle on Thanksgiving Day?

4. Isn't it fun to crowd into Grandpa's sleigh and to hear the merry sleigh bells jingle, as Uncle George drives us along the snow-covered lanes to the old farmhouse?

5. Grandma and Grandpa give us a loving welcome, and tongues fly fast as we draw off our warm coats and gloves.

6. When Grandma says, "Dinner is ready," we see the great turkey on the table, with the cranberries, golden turnips, and ever so many other good things to eat.

7. Soon Grandpa asks, "Who'll have pumpkin pie?"

8. After the guests have enjoyed Grandma's pie, they discover that they like her pudding equally well, and the nuts and raisins too.

SPELLING

Thanks'giv'ing	cir'cle	tongues	pump'kin
re joice'	sleigh	gloves	dis cov'er
boun'ti ful	jin'gle	tur'key	pud'ding
har'vest	George	cran'ber ries	e'qual ly
bless'ings	lanes	tur'nips	rai'sins

Antonyms

last	first
old	new

Exercises

I

See if you can select the antonyms in the following sentences :

1. January is the first month of the year.
2. December is the last month of the year.
3. Grandpa and Grandma live in an old farmhouse.
4. Father and Mother live in a new house in the village.

II

In the following sentences fill the blanks with antonyms :

1. Z is the ----- letter of the alphabet.
2. Monday is the ----- school day of the week.
3. Mrs. Smith went to the store to buy a ----- dress.
4. When John goes out to play, he puts on his ----- clothes.

III

Write sentences, using the new antonyms.

FIRST LANGUAGE LESSON

A Letter accepting an Invitation

Read the following letter :

214 Maple Avenue
Evanston, Illinois
October 15, 1926

Dear Moses :

I was very glad to get your letter telling me about your visit to the park and asking me to go with you next Saturday. Mother says that if I learn Monday's lessons on Friday night, I may go with you. I'm very glad, and I shall surely be there.

Next month we're going to spend Thanksgiving Day at Grandpa's house in the country. We always have a fine time. Where are you going for Thanksgiving?

Your friend
Harry

Had Harry received a letter from Moses? How do you know?

What invitation had Moses given to Harry?

Does Harry accept the invitation? What does Harry say that he must do? Who has told him to do this?

What other news does Harry give Moses?

What name is given to the part of the letter that tells the news?

What name is given to the part of the letter that tells us Harry's address? What else is written there?

Name all the parts of a friendly letter and tell where each should begin.

What contractions are used in the letter on page 261? What does each one mean?

What words showing possession are used in the letter?

On page 187 you will find the address to which Harry sent his letter. Draw an envelope and address it to Moses. His name is Moses P. Foster.

Written Exercises

I

Copy exactly the letter given on page 261.

II

Draw an envelope and address it to a friend of yours.

III

Write the following dates, using abbreviations for the names of the months :

YEAR	MONTH	DAY
1927	February	9
1926	August	13
1925	November	5
1926	December	26

IV

Write the plural of each of the following words:
turkey, knife, cranberry, holiday, church, tongue, glove, country, loaf, goose.

V

Fill these blanks with words showing possession

1. The ----- letters were interesting.
2. Have you ever been to ----- farmhouse?

SECOND LANGUAGE LESSON

Study of a Poem

Read this poem :

THANKSGIVING DAY

Over the river and through the wood,
To grandfather's house we go ;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood —
Oh, how the wind does blow !
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day !

Over the river and through the wood —
Now grandmother's cap I spy !
Hurrah for the fun !
Is the pudding done?
Hurrah for the pumpkin pie !

LYDIA MARIA CHILD

About what holiday is the poem written?

Whose house is spoken of in the poem?

Is this house in the country or in the city? How do you know?

In what are the people riding?

What kind of weather is it? How do you know?

Is the wind very cold? How do you know?

What do the bells say? (See the third stanza.)

Where are the bells?

Whom do we see as we come near the house? What word is used instead of *see*?

How many stanzas are there in this poem?

With what sort of letter does each line of the poem begin?

Which lines rhyme?

Which lines are indented?

Give some other words rhyming with *snow*; with *day*.

What words showing possession can you find in the poem?

In what words has a hyphen been used? Why?

Who wrote this poem? Which is her last name? her given name? What are her initials?

Written Exercises

I

Write four things to be remembered about a poem.
(See pages 45 and 46.)

II

Copy the first stanza of the poem on page 263.

III

Turn to page 302 and copy one stanza of "The Fountain."

Remember to indent the lines correctly.

IV

Copy the compound word that you find in the story on page 259.

V

Read rule number 9 on page 281. Now write a sentence which will show that you understand the rule.

ORAL COMPOSITION

Turn to page 261 and read once more the letter that Harry wrote to Moses.

What invitation had Harry received?

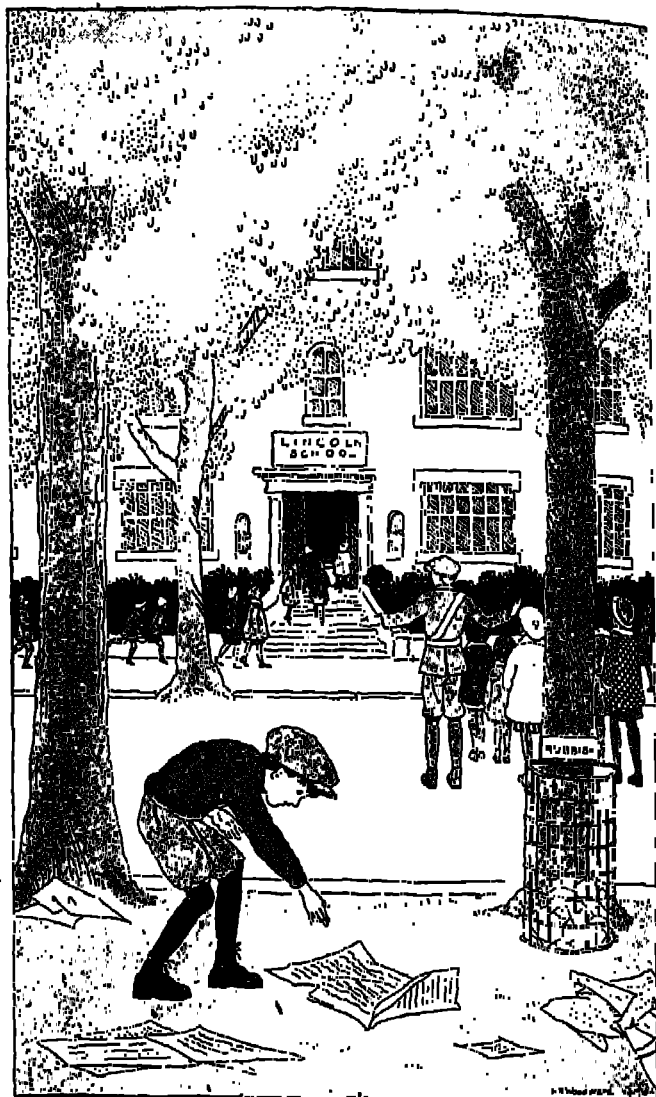
In how many paragraphs did Harry arrange his letter? What did he say in the first paragraph? in the second?

Now pretend that you have received an invitation from a friend of yours. Plan the letter that you will write accepting the invitation. Remember that you must have your mother's permission to accept the invitation. (Shall you use *may* or *can*?)

In your second paragraph give news of your own.

Now tell what you are going to write.

A good tree brings forth good fruit.



NINETEENTH WEEK

THE CIVIC LEAGUE

1. Some time ago our teacher advised us to form a civic league in our class.

2. One Thursday, after three o'clock, twenty-four of us met to form the league and to elect a president and other officers.

3. We elected James Strong our president, and the first thing he did was to choose four tall boys to serve on the safety squad.

4. Among other duties, these boys were to stand as guards at the street corners to assist the little ones to cross safely.

5. "Your squad will see that no rubbish is left about the school building or on the sidewalk on the block in front of the school," said President Strong to another group of boys.

6. "Let my squad serve in the public gardens and parks to see that no one destroys the flowers," said Harry.

7. The boys' meetings were held once a week to report progress and to plan for future work.

8. Through their Civic League, they learned to take charge of many things and to be really helpful to their country which does so much for them.

SPELLING

ad vised'	choose	rub'bish	meet'ings
civ'ic	serve	side'walk'	prog'ress
league	squad	block	fu'ture
e lect'	guards	gar'dens	charge
pres'i dent	as sist'	de stroy's'	help'ful

Homonyms

- week* We formed our Civic League last *week*.
- weak* If children do not drink plenty of milk and sleep nine hours every night, they are likely to be *weak*.
- choose* The president will *choose* four boys to serve on the safety squad.
- chews* The sensible boy *chews* his food well, because he has learned that it is the right thing to do.

Exercises

I

In the following sentences fill each blank correctly with one of the homonyms given above:

1. There are seven days in a -----.
2. The boy could not play with his classmates because he was too -----.
3. "My puppy ----- any paper he finds," said John.
4. At the next meeting, the children will ----- the president of the Civic League.

II

Write sentences, using the homonyms correctly.

Write sentences, using other homonyms that you have learned.

FIRST LANGUAGE LESSON

Forms of *Break, Steal, Speak*. Review of Other Forms*

Harry is captain of the squad that serves in the public gardens and parks. Read the report made by Harry's squad to the Civic League at last Thursday's meeting :

Careless boys often *break* the small shrubs in the park. Yesterday, they *broke* a lovely little rosebush. They *have broken* four shrubs in the garden near the school.

Some children *steal* the flowers from the park every day. Last week they *stole* some pretty pinks. They *have stolen* all the flowers from the bed near the gate.

We *speak* to the children often. We *spoke* to them yesterday. We *have spoken* to them many times, but we need more helpers. May we have two more boys on our squad ?

Study the words in italic in the report.

Which words express present time?

Which words express past time?

Which are used with helping words?

Read the forms of *break*, of *steal*, of *speak*.

PRESENT TIME	PAST TIME	WITH HELPING WORDS
<i>break</i>	<i>broke</i>	<i>broken</i>
<i>steal</i>	<i>stole</i>	<i>stolen</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>

Name the forms of *have, make, grow, hear*. If you do not remember them, you will find them on page 141.

Name the forms of *hurt, burst, cut, put, hit, shut*. You will find them on pages 174 and 175.

Name the forms of *teach* and *freeze*. You will find them on page 218.

Written Exercises

I

Copy in columns, under the correct headings, the forms of *break*, *steal*, and *speak*.

II

Write the forms of the words in italic in the sentences below :

1. In my class the boys *have* many pleasures.
2. Have you *heard* of our Civic League?
3. The members of the League have *made* fine reports.
4. As they *grow* older, the boys will do better work.

III

Write in columns, under the correct headings, the forms of *burst*, *cut*, *put*, *hit*, *shut*.

IV

Write sentences, using some form of each of the following words: *teach*, *hurt*, *freeze*, *steal*. Tell what form you have used.

SECOND LANGUAGE LESSON

Subjects and Predicates. Plurals and Ways of Showing Possession

Read the sentences below. Name the subject and the predicate of each one.

1. The boys in our class have formed a Civic League.
2. Our president's name is James Strong.
3. Do you belong to a Civic League?

4. The children's meetings are held every two weeks after three o'clock in the afternoon.

5. The boys' squads removed all rubbish from the sidewalk in front of the school.

6. Harry's squad of four boys served in the public gardens and parks.

7. Good children will not destroy the flower beds and lawns in the park.

8. Will you help to keep the streets near your school clean?

9. The good God has given us a wonderful country in which to live.

10. We love our great country with all our hearts.

What mark is placed at the end of sentence 3? of sentence 8? Why?

What mark is placed at the end of each of the other sentences? Why?

What words showing possession can you find in the sentences? Which are singular? Which are plural? What mark is used to show possession?

Why are capitals used in sentence 2? (See page 281.) Why is a capital used in sentence 9? Repeat the rule. (See page 161.)

What is the plural of each of the following words: *street, bench, country, half, donkey, woman*?

Written Exercises

I

What is meant by the subject of a sentence?

What is meant by the predicate of a sentence?

II

Copy sentences 1, 3, 8, and 9, on pages 270 and 271. Divide each sentence so as to show its two parts, or draw one line under the subject and two lines under the predicate of each sentence.

III

Write predicates for the following subjects:

1. Our teacher
2. The children
3. The Civic League
4. Rubbish
5. Our country

IV

Rewrite the following, using words showing possession:

1. The duties of the president.
2. The duties of the policemen.
3. The gift of God.
4. The voices of the girls.

V

Write the plural of each of the following words: *foot, torch, calf, fly, turkey*.

ORAL COMPOSITION

Turn to page 261 and read again the letter that Harry wrote to Moses.

Last week you planned the letter that you were going to write to a friend, accepting your friend's invitation. Tell what you are going to say in your letter.

WRITTEN COMPOSITION

Now write your letter. Use your own address and today's date for the heading. Be sure to arrange the parts of your letter correctly. The teacher will write on the blackboard any words which you are not sure you can spell.

Draw an envelope and address it to the person to whom you have written.

Love God and your country.

TWENTIETH WEEK

Review of Spelling

1	2	3	4
Sa'rah	Co lum'bus	Thanks'giv'ing	ad vised'
fudge	queen	re joice'	civ'ic
choc'o late	gen'tle men	boun'ti ful	league
va nil'la	la'dies	har'vest	e lect'
ma te'ri als	court	bless'ings	pres'i dent
en tire'	Spain	cir'cle	choose
com'pa ny	route	sleigh	serve
bus'i ly	In'di a	jin'gle	squad
meas'ure	jew'els	George	guards
a mount'	voy'age	lanes	as sist'
stir	scene	tongues	rub'bish
boil'ing	watch'ing	gloves	side'walk'
judge	com'pass	tur'key	block
cooked	steered	cran'ber ries	gar'dens
dropped	a fraid'	tur'nips	de stroy's
mix'ture	cour'age	pump'kin	meet'ings
sil'ver	roy'al	dis cov'er	prog'ress
be came'	hon'or	pud'ding	fu'ture
cream'y	some'times'	e'qual ly	charge
width	Co lum'bi a	rai'sins	help'ful

Dictation Exercises

I

The fudge which the children made at Sarah Brown's party was good. Mrs. Brown gave them all the materials, and the entire company of boys and girls did the

work. They had to measure the chocolate and vanilla and other things carefully. Do you know how to make fudge?

II

Have you read the story of Columbus? Columbus believed that by sailing west he could find a short route to India. The king and queen of Spain gave him three small vessels. With these he made his famous voyage and discovered America. In honor of Columbus, we sometimes call our country "Columbia." *

III

On Thanksgiving Day we all give thanks to God for the harvest and for the other blessings of the year. The children enjoy the dinner of turkey and cranberries and pumpkin pie and pudding. "Get into the sleigh, and away we'll go to Grandpa's house," cries Uncle George.

IV

This year the children in Miss Black's class have formed a Civic League. One squad acts as guards to assist the small children to cross the streets. Another squad keeps the sidewalk in front of the school free from rubbish. Don't you think that they are helpful citizens?

* The stories of "Making Fudge" and "Columbus" are well suited to dramatizing. Dramatizations will be found very helpful, not only in making the stories real to the children, but also in affording them needed practice in oral English. It is therefore suggested that, if time permits, the dramatizing of such suitable stories be encouraged.

FIRST LANGUAGE LESSON

Review of Sixteenth and Seventeenth Weeks

Oral and Written Exercises

I

In the following sentences fill the blanks with correct forms of *learn* or of *teach* :

1. Harry ----- us how to make a report for our squad.
2. Have you ----- how to make the report for your squad?
3. Last Saturday Mrs. Brown ----- the children how to make fudge.
4. "My mother will ----- me how to sew," said Sarah.
5. "I ----- how to sew last summer," said Jane.

II

In the following sentences fill the blanks with *may* or *can* :

1. ----- you make fudge if you have no chocolate or vanilla or sugar?
2. Sarah said to her mother, "----- I invite Moses to my party?"
3. "Mother says that we ----- make some fudge," said Sarah to her guests.
4. If Jane has hurt her foot, ----- she dance?

III

In the following sentences fill the blanks with *he*, *she*, or *they* :

1. I saw three boys at the party. Was it ----- who made the fudge?

2. No, didn't you see some girls at the party? It was ----- who made the fudge.
3. Sarah's cousin, Jane, is visiting her. Was it ----- I saw at the window?
4. No, it was not ----- . It was Mary.
5. Harry's friend, John, is a polite boy. It was ----- who was always ready to help everyone.

IV

Turn to page 266. Answer the following questions about the picture on that page:

1. Is it a country scene or a city scene?
2. What do you see in the foreground?
3. What do you see in the background?

V

Tell why capitals are used in the following sentences:

1. The girls' favorite book was the story of "Peter Pan."
2. The boys' favorite book was "Robinson Crusoe."
3. One of England's best rulers was King Alfred.

What words showing possession are used in the sentences in Exercise V? How is possession shown in the singular? in the plural?

VI

Arrange in alphabetic order the words in column 4 on page 274. If you have forgotten what to do when two or more words begin with the same letter, look at page 235.

SECOND LANGUAGE LESSON

Review of Eighteenth and Nineteenth Weeks

Oral and Written Exercises

I

Pretend that you are writing a letter to a friend. Using your own address and today's date, write the heading of the letter in the right place on the paper. Now write the salutation. Draw lines to represent the body of the letter. Make two or three paragraphs and be sure to begin them in the right places. Now write the closing line and your own signature. Draw an envelope and address it to your friend.

Write the names of the five parts of a friendly letter.

II

How should each line of a poem begin?

Find in your reader a poem that you like and copy the first stanza.

III

Write in three columns the forms of the following words: *break, steal, speak, teach, freeze, hurt*.

Write sentences, using one form of each of these words correctly.

IV

Copy the following sentences. Draw one line under the subject and two lines under the predicate of each sentence.

1. Grandpa's sleigh is a very large one.
2. We go to Grandma's house on Thanksgiving Day.

3. Have you ever eaten pumpkin pie?
4. Four tall boys were chosen to be the safety squad of our Civic League.
5. Good children are glad to help others.

V

Complete the following by supplying suitable subjects:

1. ----- made very good fudge.
2. ----- gave Columbus three small vessels.
3. ----- are grateful to our country.
4. ----- help the small children to cross the streets.
5. ----- are helpful citizens.

VI

Turn to page 259. Copy one quotation that you find in the paragraphs on that page.

Write the words showing possession that you find in those paragraphs.

Write the contractions you find in those paragraphs.

Write three rules for the capitals used in those paragraphs.

Write the rule for the capitals used in the last two words of the following sentence:

My favorite book is "Little Women."

VII

Read rules 9, 10, and 13, on pages 281 and 282. Now write sentences which will show that you understand these rules.

ORAL COMPOSITION

Turn to page 252 and look carefully at the picture.

Who is in the foreground of the picture?

What is Columbus doing?

How is Columbus dressed?

Whom do you see behind Columbus and how are they dressed?

What do you see in the middle distance of the picture?

What do you see in the background of the picture?

Now describe the picture. Be sure to use the new words you have learned.

* WRITTEN COMPOSITION

See if you can write two paragraphs describing the picture of Columbus and his men. In the first paragraph, tell what you see in the foreground. In the second paragraph, tell what you see in the middle distance and the background. The questions given above may help you to know how to do this.

WHAT YOU HAVE LEARNED

RULES FOR CAPITALS

REVIEW OF THIRD-YEAR WORK

1. Begin with a capital the first word of every sentence. (Page 5.)
2. Begin with a capital every word in the name of a person. (Page 5.)
3. Begin with a capital the name of each month of the year. (Page 5.)
4. Begin with a capital the name of each day of the week. (Page 5.)
5. Write the word *I* with a capital.
6. Begin with a capital the first word of every line of poetry. (Page 45.)
7. Begin with a capital the name of every state.
8. Begin with a capital the name of a country.
9. Begin with a capital the name of a holiday.

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10. Begin with a capital the first word of a quotation. (Page 38.)
11. Begin with a capital a word derived from a proper name. (Page 154.)
12. Begin with a capital every name or title of God and every word standing for God. (Page 161.)

13. Begin with a capital the important words in titles of books or of stories. (Page 197.)

14. Begin with capitals titles of honor or respect. (Page 210.)

RULES FOR PUNCTUATION

REVIEW OF THIRD-YEAR WORK

1. Place a period after every statement. (Page 5.)
2. Place a question mark after all questions. (Page 5.)
3. Place a period after every abbreviation (short form of a word). (Page 5.)

4. Use a hyphen when a word of more than one syllable is broken at the end of a line. (Page 10.)

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5. The hyphen is used to join the parts of compound words. (Page 10.)

6. The apostrophe is used in contractions to show that something has been omitted. (Page 26.)

7. The apostrophe is used to show possession. (Pages 146, 182, and 216.)

8. Quotation marks are used to show that the *exact* words spoken by someone have been repeated. (Page 38.)

9. A quotation is usually set off from the rest of the sentence by a comma. (Page 173.)*

* Direct quotations occurring in divided form (broken quotations) have not been used in this book. Rule 9 refers, therefore, only to undivided or unbroken quotations. The distinction between direct and indirect quotations has not been made before the second half of the fifth year.

RULES FOR SPELLING

Words ending in Silent *e*

REVIEW OF THIRD-YEAR WORK

1. Words ending in silent *e* drop the *e* when *ing* is added to them.

take

taking

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2. Words ending in silent *e* drop the *e* when *er* or *able* is added to them. (Page 114.)

love

lover

lovable

3. Words ending in *ce* or *ge* keep the *e* when *able* is added to them. (Page 114.)

peace

peaceable

change

changeable

Plurals

FOURTH YEAR

1. The plural of words is usually formed by adding *s* or *es* to the singular. (Page 28.)

SINGULAR

PLURAL

house

houses

church

churches

2. When *y* at the end of a word follows *a*, *e*, or *o*, the plural is formed by adding *s*. (Page 79.)

day

days

key

keys

boy

boys

3. When *y* at the end of a word follows any other letter than *a*, *e*, or *o*, the plural is formed by changing *y* to *i* and adding *es*. (Page 79.)

lady

ladies

4. When the singular ends in *f* or *fe*, the plural is often formed by changing *f* or *fe* to *v* and adding *es*. (Page 94.)

loaf

loaves

knife

knives

5. A few words follow no regular rule in forming the plural. In each case, the word itself is changed. (Pages 120 and 121.)

man

men

woman

women

child

children

ox

oxen

tooth

teeth

foot

feet

goose

geese

mouse

mice

Ways of Showing Possession

FOURTH YEAR, SECOND HALF

1. When a word is in the singular number, an apostrophe and an *s* are usually added to it to show possession. (Page 146.)

2. When the plural ends in *s*, an apostrophe only is added after the *s* to show possession. (Page 182.)

3. When the plural does not end in *s*, an apostrophe and an *s* are added to show possession. (Page 216.)

ABBREVIATIONS

REVIEW OF THIRD-YEAR WORK

For *Mister* we may write *Mr.*
For *Mistress* we may write *Mrs.*
For *Doctor* we may write *Dr.*
For *Avenue* we may write *Ave.*
For *Street* we may write *St.*

Months of the Year

For *January* we may write *Jan.*
For *February* we may write *Feb.*
For *March* we may write *Mar.*
For *April* we may write *Apr.*
For *May* we must write *May.*
For *June* we must write *June.*
For *July* we must write *July.*
For *August* we may write *Aug.*
For *September* we may write *Sept.*
For *October* we may write *Oct.*
For *November* we may write *Nov.*
For *December* we may write *Dec.*

Days of the Week

For *Sunday* we may write *Sun.*
For *Monday* we may write *Mon.*
For *Tuesday* we may write *Tues.*
For *Wednesday* we may write *Wed.*
For *Thursday* we may write *Thurs.*

For *Friday* we may write *Fri.*
 For *Saturday* we may write *Sat.*

Measures

For *dozen* we may write *doz.*
 For *peck* we may write *pk.*
 For *bushel* we may write *bu.*
 For *gallons* we may write *gal.*
 For *yards* we may write *yd.*
 For *inches* we may write *in.*

Names of People

FULL NAMES	INITIALS
Harry James Brown	H. J. B.
Mary Louise Smith	M. L. S.

Names of Countries and States

For *United States of America* we may sometimes write *U. S. A.*

For *New Jersey* we may sometimes write *N. J.*
 For *New York* we may sometimes write *N. Y.*
 For *Massachusetts* we may sometimes write *Mass.*
 For *California* we may sometimes write *Calif.*
 For *Pennsylvania* we may sometimes write *Pa.*

FOURTH YEAR, FIRST HALF

For *North America* we may sometimes write *N. A.*
 (Page 85.)

For *South America* we may sometimes write *S. A.*
 (Page 85.)

For *Connecticut* we may sometimes write *Conn.*
(Page 86.)

For *Illinois* we may sometimes write *Ill.* (Page 86.)

For *Georgia* we may sometimes write *Ga.* (Page 86.)

For *Minnesota* we may sometimes write *Minn.*
(Page 86.)

For *Virginia* we may sometimes write *Va.* (Page 86.)

For *Maine* we may sometimes write *Me.* (Page 86.)

For *North Carolina* we may sometimes write *N.C.*
(Page 86.)

For *South Carolina* we may sometimes write *S.C.*
(Page 86.)

For *New Hampshire* we may sometimes write *N.H.*
(Page 86.)

Points of the Compass

For *north* we may sometimes write *N.* (Page 85.)

For *south* we may sometimes write *S.* (Page 85.)

For *east* we may sometimes write *E.* (Page 85.)

For *west* we may sometimes write *W.* (Page 85.)

FOURTH YEAR, SECOND HALF

Titles

For *General* we may write *Gen.* (Page 211.)

For *Colonel* we may write *Col.* (Page 211.)

For *Captain* we may write *Capt.* (Page 211.)

For *Lieutenant* we may sometimes write the short
form *Lieut.* (Page 211.)

For *President* we may sometimes write the short form
Pres. (Page 211.)

For *Governor* we may write *Gov.* (Page 211.)
 For *Honorable* we may write the short form *Hon.*
 (Page 211.)
 For *Reverend* we may write *Rev.* (Page 211.)

WORD FORMS

REVIEW OF THIRD-YEAR WORK

PRESENT TIME	PAST TIME	WITH HELPING WORDS*
has or have	had	had
is or are	was or were	been
ring	rang	rung
sing	sang	sung
begin	began	begun
see	saw	seen
write	wrote	written
give	gave	given
fly	flew	flown
blow	blew	blown
do	did	done

FOURTH YEAR, FIRST HALF

PRESENT TIME	PAST TIME	WITH HELPING WORDS	
fly	flew	flown	(Page 61)
know	knew	known	(Page 61)
throw	threw	thrown	(Page 61)
wear	wore	worn	(Page 81)
tear	tore	torn	(Page 81)
swim	swam	swum	(Page 81)
catch	caught	caught	(Page 127)
bring	brought	brought	(Page 127)
take	took	taken	(Page 127)

*By *helping words* we mean such words as *have, has, had, is, was, and were.*

FOURTH YEAR, SECOND HALF

PRESENT TIME	PAST TIME	WITH HELPING WORDS	
make	made	made	(Page 141)
grow	grew	grown	(Page 141)
hear	heard	heard	(Page 141)
hurt	hurt	hurt	(Page 174)
hit	hit	hit	(Page 175)
put	put	put	(Page 175)
shut	shut	shut	(Page 175)
burst	burst	burst	(Page 175)
cut	cut	cut	(Page 175)
freeze	froze	frozen	(Page 218)
teach	taught	taught	(Page 218)
break	broke	broken	(Page 269)
speak	spoke	spoken	(Page 269)
steal	stole	stolen	(Page 269)

CONTRACTIONS

FOURTH YEAR, FIRST HALF

I

don't	do not	can't	cannot
doesn't	does not	couldn't	could not
isn't	is not	wouldn't	would not
aren't	are not	shouldn't	should not
wasn't	was not	mustn't	must not

II

I'll	I will	she'll	she will
you'll	you will	we'll	we will
he'll	he will	they'll	they will

III

I've	I have	we've	we have
you've	you have	they've	they have

IV			
I'm	I am	she's	she is
you're	you are	we're	we are
he's	he is	they're	they are
V			
e'er	ever	there'll	there will
ne'er	never		

LETTERS *

The Parts of a Friendly Letter

1. Heading (begins at the top near the middle of the page, the second and third lines each a little to the right of the line above).
2. Greeting (begins at the general margin, about one inch from the left edge of the page).
3. Body (begins at the paragraph margin, about one inch to the right of the general margin).
4. Closing line, or complimentary close (begins near the middle of the page, under the body of the letter).
5. Your name (written under the closing line, a little to the right).

The various parts of your letter should, then, be arranged like the following:

* Since business letter writing is not taught in the fourth grade, abbreviations have not been indicated in the examples. The slanting arrangement of the heading and superscription and open punctuation have been shown here. However, block arrangement and end punctuation are acceptable also.

The greeting may be called the *salutation*. The address on the envelope may be called the *superscription on the envelope*. The name may be called the *signature*. Shorter words have been used here simply for the sake of clearness to fourth-grade pupils.

A comma may be used instead of the colon after the salutation.

	420 Maple Avenue Columbus, Georgia October 14, 1926
(Heading)	
My dear Mary:	(Greeting)
<div style="position: absolute; right: -40px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <div style="position: absolute; right: -40px; top: 50%; transform: translateY(-50%); font-size: 0.8em;">Body of the letter</div>	
(Closing line) (Your name)	Your friend Jane

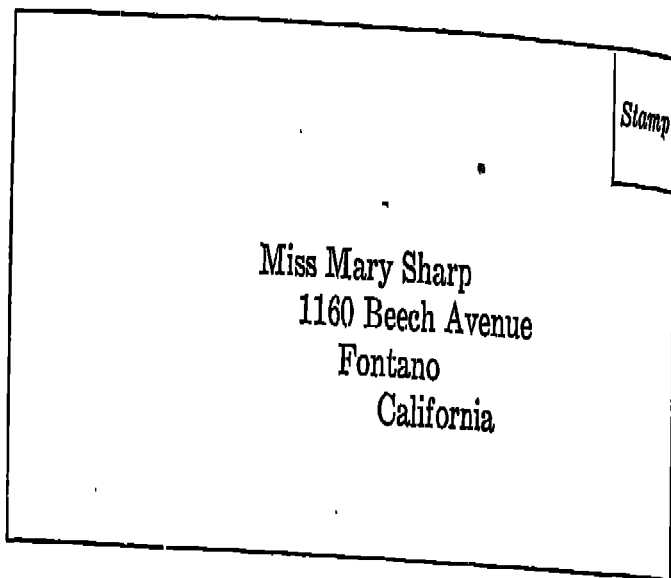
If Jane knows Mary very well, she may say simply *Dear Mary* instead of *My dear Mary*. Notice that if the word *My* is used the *dear* does not begin with a capital. A comma is sometimes used after the greeting.

If Jane is in a hurry and knows Mary very well, she may use abbreviations..

Only the first word of the closing line begins with a capital.

When you have written your letter, fold it carefully and put it into an envelope. The envelope should look like the one on page 292.

Envelope



The address tells the postman where to take the letter. It must therefore be written very plainly. So that the postman may read the address more easily it is best to put the name of the state on a separate line.

SELECTIONS FOR MEMORIZING

ROBERT OF LINCOLN

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
"Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee."

Robert of Lincoln is gayly dressed,
Wearing a bright black wedding coat;
White are his shoulders and white his crest.
Hear him call in his merry note:
"Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Look, what a nice new coat is mine,
Sure there was never a bird so fine.
Chee, chee, chee."

Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,
Passing at home a patient life,
Broods in the grass while her husband sings:

"Bob-o'-link, bob-o'-rink,
Spink, spank, spink ;
Brood, kind creature ; you need not fear
Thieves and robbers while I am here.
Chee, chee, chee."

Modest and shy as a nun is she ;
One weak chirp is her only note.
Braggart and prince of braggarts is he,
Pouring boasts from his little throat :
"Bob-o'-link, bob-o'-link,
Spink, spank, spink ;
Never was I afraid of man ;
Catch me, cowardly knaves, if you can !
Chee, chee, chee."

Six white eggs on a bed of hay,
Flecked with purple, a pretty sight !
There as the mother sits all day,
Robert is singing with all his might :
"Bob-o'-link, bob-o'-link,
Spink, spank, spink ;
Nice good wife that never goes out,
Keeping house while I frolic about.
Chee, chee, chee."

Soon as the little ones chip the shell,
Six wide mouths are open for food ;
Robert of Lincoln bestirs him well,
Gathering seeds for the hungry brood.

"Bob-o'-link, bob-o'-link,
Spink, spank, spink;
This new life is likely to be
Hard for a gay young fellow like me.
Chee, chee, chee."

Robert of Lincoln at length is made
Sober with work, and silent with care;
Off is his holiday garment laid,
Half-forgotten that merry air :
"Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Nobody knows but my mate and I
Where our nest and our nestlings lie.
Chee, chee, chee."

Summer wanes ; the children are grown ;
Fun and frolic no more he knows ;
Robert of Lincoln 's a humdrum crone ;
Off he flies, and we sing as he goes :
"Bob-o'-link, bob-o'-link,
Spink, spank, spink ;
When you can pipe that merry old strain,
Robert of Lincoln, come back again.
Chee, chee, chee."

HE PRAYETH BEST

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

SAMUEL TAYLOR COLERIDGE

THE FROST

The Frost looked forth one still, clear night,
And whispered, "Now I shall be out of sight;
So through the valley and over the height,

In silence I'll take my way.
I will not go on like that blustering train,
The wind and the snow, the hail and the rain,
That make so much bustle and noise in vain,
But I'll be as busy as they!"

Then he flew to the mountain, and powdered its crest,
He lit on the trees, and their boughs he dressed
In diamond beads; and over the breast

Of the quivering lake, he spread
A coat of mail, that it need not fear
The downward point of many a spear
That he hung on its margin, far and near,
Where a rock could rear its head.

He went to the windows of those who slept,
And over each pane, like a fairy, crept:
Wherever he breathed, wherever he stepped,
By the light of the morn were seen

Most beautiful things! — there were flowers and trees,
There were beves of birds, and swarms of bees;
There were cities with temples, and towers; and these
All pictured in silvery sheen!

But he did one thing that was hardly fair, —
He peeped in the cupboard, and, finding there
That all had forgotten for him to prepare, —

“Now, just to set them a-thinking,
I’ll bite this basket of fruit,” said he,
“This costly pitcher I’ll burst in three,
And the glass of water they’ve left for me,
Shall ‘*tchick*’! to tell them I’m drinking.”

HANNAH FLAGG GOULD

A BOY’S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o’er the lea —
That’s the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee —
That’s the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee —
That’s the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free —
That's the way for Billy and me.

Why the boys should drive away
Little maidens from their play,
Or love to banter and fight so well —
That's the thing I never could tell.

But this I know, I love to play,
Through the meadow, among the hay;
Up the water and o'er the lea —
That's the way for Billy and me.

JAMES HOGG

SEVEN TIMES ONE

There's no dew left on the daisies and clover,
There's no rain left in heaven:
I've said my "seven times" over and over —
Seven times one are seven.

I am old, so old, I can write a letter;
My birthday lessons are done;
The lambs play always, they know no better;
They are only one times one.

O moon! in the night I have seen you sailing
And shining so round and low;
You were bright! ah, bright! but your light is failing —
You are nothing now but a bow.

You moon, have you done something wrong in heaven,
That God has hidden your face?
I hope, if you have, you will soon be forgiven,
And shine again in your place.

O velvet bee! you're a dusty fellow,
You've powdered your legs with gold!
O brave marsh mary-buds, rich and yellow,
Give me your money to hold!

O columbine, open your folded wrapper,
Where two twin turtle-doves dwell!
O cuckoo-pint, toll me the purple clapper
That hangs in your clear green bell!

And show me your nest with the young ones in it —
I will not steal them away;
I am old! you may trust me, linnet, linnet —
I am seven times one to-day.

JEAN INGELOW

THE OWL

When cats run home and light is come,
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round;
Alone and warming his five wits,
The white owl in the belfry sits.

When merry milkmaids click the latch,
And rarely smells the new-mown hay,
And the cock hath sung beneath the thatch
Twice or thrice his roundelay,
Twice or thrice his roundelay ;
Alone and warming his five wits,
The white owl in the belfry sits.

ALFRED, LORD TENNYSON

TO-DAY

So here hath been dawning
Another blue Day :
Think, wilt thou let it
Slip useless away ?

Out of Eternity
This new Day is born ;
Into Eternity,
At night, will return.

Behold it aforetime
No eye ever did :
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue Day :
Think, wilt thou let it
Slip useless away ?

THOMAS CARLYLE

OUR HEROES

Here's a hand to the boy who has courage
To do what he knows to be right.
When he falls in the way of temptation
He has a hard battle to fight.
Who strives against self and his comrades
Will find a most powerful foe ;
All honor to him if he conquers
A cheer for the boy who says, "No!"

Be steadfast, my boy, when you're tempted,
To do what you know to be right ;
Stand firm by the colors of manhood,
And you will o'ercome in the fight.
"The right," be your battle-cry ever
In waging the warfare of life ;
And God, who knows who are the heroes,
Will give you the strength for the strife.

PHOEBE CARY

THE MOUNTAIN AND THE SQUIRREL *

The mountain and the squirrel
Had a quarrel ;
And the former called the latter "Little Prig" ;
Bun replied,
"You are doubtless very big ;

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But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You're not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON

DUTY *

So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, "Thou must,"
The youth replies, "I can."

RALPH WALDO EMERSON

THE FOUNTAIN *

Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night;

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Into the moonlight,
Whiter than snow,
Waving so flowerlike
When the winds blow ;

Into the starlight
Rushing in spray,
Happy at midnight,
Happy by day ;

Ever in motion,
Blithesome and cheery,
Still climbing heavenward,
Never aweary ;

Glad of all weathers,
Still seeming best,
Upward or downward,
Motion thy rest ;

Full of a nature
Nothing can tame,
Changed every moment,
Ever the same ;

Ceaseless aspiring,
Ceaseless content,
Darkness or sunshine
Thy element ;

ENGLISH STEP BY STEP

Glorious fountain!

• Let my heart be
Fresh, changeful, constant,
Upward, like thee!

JAMES RUSSELL LOWELL

THE WINDMILL *

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, the wheat, and the rye,
And I grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow,
I meet it face to face
As a brave man meets his foe.

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And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands ;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest ;
Church-going bells begin
Their low, melodious din ;
I cross my arms on my breast,
And all is peace within.

HENRY WADSWORTH LONGFELLOW

THE RED, WHITE, AND BLUE

(Our Cherished Flag)

Oh, flag of a resolute nation ;
Oh, flag of the strong and free,
The cherished of true-hearted millions,
We hallow thy colors three !
Three proud floating emblems of glory,
Our guide for the coming time ;
The red, white, and blue, in their beauty —
Love gives them a meaning sublime.

Thy red is the deep crimson life-stream
Which flowed on the battle plain,
Redeeming our land from oppression,
And leaving no servile stain.

ENGLISH STEP BY STEP

And white is a proud people's honor,
Kept spotless and clear as light;
A pledge of unfaltering justice,
A symbol of truth and right.

Thy blue is our nation's endurance,
And points to the blue above;
The limitless, measureless azure,
A type of our Father's love.
Thy stars are God's witness of blessing,
And smile at the foeman's frown;
They sparkle and gleam in their splendor,
Bright gems in the great world's crown.

JAMES MONTGOMERY

THE FLAG GOES BY*

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

* Used by permission.

Sea-fights and land-fights, grim and great,
Fought to make and save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory and honor, — all
Live in the colors to stand or fall.

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:

Hats off!

The flag is passing by!

HENRY HOLCOMB BENNETT

PATRIOTIC SELECTIONS

PLEDGE OF ALLEGIANCE TO THE FLAG

I pledge allegiance to the flag of the United States
of America and to the Republic for which it stands,
one nation indivisible, with liberty and justice for all.

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let Freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees

Sweet Freedom's song ;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing ;
Long may our land be bright
With Freedom's holy light ;
Protect us by Thy might,
Great God, our King.

SAMUEL FRANCIS SMITH

THE STAR-SPANGLED BANNER

Oh ! say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last
gleaming ;
Whose broad stripes and bright stars through the
perilous fight,
O'er the ramparts we watched, were so gallantly
streaming ?
And the rocket's red glare, the bombs bursting in
air,
Gave proof through the night that our flag was still
there ;
Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave ?

Chorus

Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep
As it fitfully blows, half conceals, half discloses?

Now it catches the gleam of the morning's first beam;
In full glory reflected now shines on the stream;

'Tis the star-spangled banner! Oh, long may it wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation;
Blest with victory and peace, may the Heaven-rescued
land

Praise the Power that hath made and preserved us
a nation.

Then conquer we must, for our cause it is just,
And this be our motto, "In God is our trust":

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

FRANCIS SCOTT KEY

PROVERBS AND MAXIMS

FIRST HALF-YEAR

1. A soft answer turneth away wrath.
2. Well begun is half done.
3. Where there is a will, there is a way.
4. Enough is as good as a feast.
5. A friend in need is a friend indeed.
6. A merry heart doeth good like a medicine.
7. Actions speak louder than words.
8. No one knows what he can do till he tries.
9. Beauty is only skin-deep.
10. You cannot put the same shoe on every foot.
11. If at first you don't succeed, try, try again.
12. Kindness brings its own reward.
13. Strike while the iron is hot.
14. The more haste, the less speed.
15. Half a loaf is better than no bread.
16. God made the country, and man made the town.

SECOND HALF-YEAR

1. A man's best friends are his ten fingers.
2. Good health and good sense are two of life's greatest blessings.
3. Do with your might what your hand finds to do.

4. Remember now thy Creator in the days of thy youth.

5. One good turn deserves another.

6. Dare to be true.

7. Knowledge is power.

8. Practice makes perfect.

9. He is thrice armed whose cause is just.

10. Cleanliness is next to godliness.

11. All things come to him who waits.

12. A word to the wise is sufficient.

13. A person is known by the company he keeps.

14. Nothing venture, nothing have.

15. A good tree brings forth good fruit.

16. Love God and your country.

SUGGESTIONS TO TEACHERS

GENERAL SUGGESTIONS

FIRST GENERAL NOTE TO THE TEACHER. A week's work in spelling is indicated by the words in bold-faced type in the eight numbered sentences. Only two sentences, introducing five new words, are to be studied for each spelling lesson. No new work is planned for the fifth day of each week. On that day, therefore, all the words may be reviewed; including, if necessary, words which are here assumed to have been learned in the preceding grades. The words may be spelled orally or may be written in columns.

The sentences containing the words in bold-faced type are intended for use, after the words have been learned, as dictation exercises; but, if the teacher prefers, she may have the children copy the sentences from the book.

All exercises are merely suggested. They are also intended to be suggestive or illustrative only and may be modified in any way necessary to meet the needs of individual classes. They may be used for seat work or for home work, whichever is desired.

SECOND GENERAL NOTE TO THE TEACHER. The four columns of words at the top of the page and the four sentences given as dictation exercises constitute a week's work in spelling. One of the columns and one of the sentences are to be studied for each lesson. The words may be spelled orally; or the words and sentences may be copied or may be written from the teacher's dictation. No new work is planned for the fifth day of the week. On that day *all* the words should be reviewed. The old-fashioned spelling match may prove interesting and stimulating, or the words may be dictated and may be written in column form. In the second half-year, homonyms and antonyms should, of course, be included in the review.

The first language lesson of each review period is to be preceded by an oral review of the points taught in the first two of the four preceding weeks. The second language lesson is to be preceded by an oral review of the language lessons of the third and fourth weeks.

The Written Composition for each week of review is marked with a star to draw attention to the fact that it is optional, and is intended

for the use of teachers who prefer additional written work for the review weeks. To omit it will not interfere with the other lessons.

It is expected that the proverbs and maxims taught in the four preceding weeks will be reviewed during the review weeks.

I. SPELLING AND DICTATION

The new words to be taught in spelling have been incorporated in sentences which relate a simple story based on experiences of childhood or on fables and tales of interest to children. Each day's work consists of two of these sentences containing five new words. In order to attract the child's attention to them, these five new words are printed in bold-faced type in the sentences and are repeated in column form below the story. Words of more than one syllable have been syllabified and the accent has been indicated.

The teaching of the new words should progress along the usual lines, as follows:

The sentences should be read, and the meanings of the new words should be explained. With the plan used in this book, very little explanation will be found necessary, since the context will serve, in almost all instances, to make the meaning clear.

Each word should be pronounced clearly and distinctly, — first as a whole, then syllable by syllable. The use of the accent as an aid in pronunciation should be made clear.

The children's attention should be called to any peculiarities in the spelling of the words. Experienced teachers have found the use of colored chalk a helpful device to focus attention on silent letters, double consonants, and other special difficulties.

The reproduction of the words by the children follows very naturally. This may be done first orally, then in writing, using either blackboards or paper. The sentences in which the new words occur may then be copied by the children, or the sentences may be dictated to them by the teacher. Where sufficient visual and oral drill has preceded the written work, very few mistakes will be made.

Correction of errors is, however, an important matter. This may be done by comparison with the text. Children may be permitted to correct their own errors, but it is often helpful to have them criticize one another's work.

First Lesson in Spelling and Dictation (Page 1)

The following lesson, intended to suggest in greater detail a possible method of teaching the new words, may be found useful:

TEACHER. Read aloud the first two sentences at the top of page 1. In those sentences are five words which you may not have used in writing. You often use them in talking. Of course you want to use them as well in writing as you do in talking.

Let us look again at the five words. We can see them a little better if we take them out of the sentences, like this:

fierce asleep tiny mouse moving

Say each word slowly.

We can see some of the words still better if we write them as we say them, like this:

fierce a sleep' ti'ny mouse mov'ing

Spell out each word, showing where it is divided. Copy the words as they look when they are divided. Notice the *ie* in *fierce*.

Say the words a little faster than you did before. Copy them, putting them together again, like this:

fierce asleep tiny mouse moving

Now you know these words and can write them as well as you can say them.

Oral Exercise. Show how well you remember the five words which you have just learned, by spelling them without looking at the book.

Written Exercises. Try now to write the five words without looking at the book.

Try to write (or copy) the two sentences in which the five words are used.

Material for Additional Drill

1. SPELLING LISTS

Many teachers have found it helpful to keep spelling lists. They may be differentiated as class lists and individual lists.

The class list, kept by the teacher, should consist of the words most frequently misused or misspelled by a number of the children in the class.

The individual list may be kept by each child and should consist of the words misspelled by the child himself.

2. BUSY WORK

As opportunity offers, children may be asked to copy some or all of the sentences constituting the week's work in spelling.

The suggested exercises under the language lessons afford additional drill in the use of many of the words taught in the spelling lessons.

3. REVIEW

On Friday of each week, for which day no new work has been provided, a general review may be given. All the words occurring in the sentences should be reviewed. Special emphasis should be placed on the words found in the class lists. Children may also be asked to spell the words in their individual lists.

To stimulate interest, the class may be divided into two competing halves. The words should be given to each side alternately. Score of errors should be kept, to determine the winning side.

Written tests in column form may also be given.

II. HOMONYMS AND ANTONYMS

In the second half of the fourth year, simple homonyms and antonyms have been introduced. These have been selected from the dictation exercises and should present no special difficulty. They may be taught on any day of the week, but,

since no new work has been planned for Fridays, perhaps the homonyms or antonyms may most easily be taught on that day.

Drill to insure correct use of these words may be obtained in the following ways:

1. By having the children use each one correctly in blank spaces in sentences provided in the text or furnished by the teacher.
2. By having the children compose original sentences using the words correctly.

III. DICTIONARY PRACTICE

Although it is not assumed that fourth-year children will have individual dictionaries, exercises leading to the use of the dictionary have been provided in the second half of the fourth year.

As an introduction to dictionary practice, the alphabet may be recited. This may be followed by a brisk drill of this kind: "Does *r* come before *w*, *j* before *k*?" "What letters come between *d* and *g*?" "What letter comes before *m*?" and the like. In arranging lists of words alphabetically, pupils should be encouraged to make use of the blackboards. Words might sometimes be dictated by the teacher and then be arranged by the pupils in alphabetic order down to the last letter.

IV. LANGUAGE

Two language lessons are planned for each week. These may be given on any two days in the week. The story which constitutes the week's work in spelling and dictation serves also in modified form for these language lessons. Excellent practice in variety of expression is afforded by this method. The pupils' attention should be called to the different ways in which the same story has been told. When the children reproduce the stories, they should be encouraged to try for even greater variety of expression. Class criticism has been found useful in developing a spirit of friendly competition so that each pupil may try to do his best.

The questions given in the lessons indicate to the teacher the method to be used. If necessary, the teacher may formulate other questions, and may thus give additional drill.

The special point to be taught in each lesson has been emphasized (1) by the use of the word *Remember*, and (2) by the use of bold-faced type.

The children should be expected always to memorize the special point taught in the lesson.

Whenever this *point* occurs in succeeding sentences or stories, the children's attention should be called to it. They should often be asked to state the rule illustrated in the sentence or story. They should also be encouraged to give original sentences illustrating the *point* or rule.

Material for Additional Drill

1. ORAL

a. *Language Games*. Whenever the language lesson deals with oral usage, a language game has been suggested. (See page 331 ff.) Language games are very popular with children and should be played frequently. By the exercise of a little ingenuity the teacher may lend variety to the games and so stimulate the children's interest.

b. *Charts and Cards*. These should be used to supplement the language lessons and the language games. They should cover most of the points taught in the grade. For example, if the drill is to be on verbs, cards or charts should be prepared with sentences having blanks* to be supplied with verbs in present time, past time, or with *helping words*. A similar procedure may be followed for drill on other points.

2. WRITTEN

The suggested exercises furnish material for seat work or home work. They serve (1) as a test of silent reading, (2) as training in correct written expression, and (3) as training in the independent use of a book.

V. COMPOSITION

As far as possible, the compositions have been linked up either with the sentences for dictation or with the language lessons.

Only two written compositions are required in each cycle of four weeks, and one of these is a letter. One week is devoted to oral composition, — discussing the theme, developing variety of expression, and planning the composition. The following week a very brief review of this oral work should be given, and the composition should then be written. As a story has been supplied for each of sixteen weeks, material for additional compositions can easily be obtained, if the teacher should desire to have a written composition each week.

The blackboard should be used freely by the teacher. Words likely to be misspelled should always be written on it. The completed composition should show very few, if any, misspelled words.

Most of the compositions in the fourth year have been confined to narration, since that is a child's most natural form of expression. If description is desired, such composition can be developed from the picture studies given in the first and fourteenth weeks of the first half-year and the first and seventeenth weeks of the second half-year. The many pictures in the book give opportunity for this form of composition writing, and the lessons referred to will suggest the words to be used and the arrangement to be followed.

Children should be encouraged to talk about familiar scenes, events, and experiences. The teacher may therefore occasionally use the lessons as points of departure, perhaps having the children use the new words in telling original experiences.

The model letters given in the book often represent what may be considered actual correspondence; that is, *answers* to letters have been featured, and children have been represented as corresponding with each other. This idea may be utilized by having the children in one half of the class select from the other half of the class, children with whom to correspond. The

letters may be more than two paragraphs in length, but it is suggested that a short letter, well written, is better than a long letter full of mistakes.

Model forms of letter and envelope will be found on pages 291 and 292.

At each written-composition lesson, several children should use the blackboards instead of paper in order that the class may be taught how to criticize and correct compositions. These blackboard compositions should then be criticized by the teacher and class together. One type of error should be criticized at a time. Compositions should be read three times (1) to determine whether paragraphing is correct, related ideas properly grouped, margins observed, and the like; (2) to determine whether sentences in each paragraph are properly constructed; and (3) to determine whether there are errors in spelling, capitalization, and punctuation. By thus concentrating the attention on certain problems, there is the most efficient use of effort.

Correct arrangement and careful penmanship should always be required. Neatness should be stressed.

When criticizing compositions, children should be encouraged to consult the recapitulation called *What You Have Learned*, where the various rules are to be found.

Interest will be added to the writing of compositions and letters if the class is sometimes asked to vote on the most interesting.

For the written compositions the following simple outlines may prove helpful to the teacher, since outlining has not yet been taught and outlines do not appear in the lessons.

FIRST HALF-YEAR

First and Second Weeks

THE LION AND THE MOUSE

Paragraph 1

The names of the animals

The place where they were

Paragraph 2

What the mouse did
What the lion did
Why the lion did not kill the mouse
The promise made to the lion by the mouse

Third and Fourth Weeks

BODY OF THE LETTER

Paragraph 1

The persons about whom the letter is written

Paragraph 2

Where they went
What they did

Fifth Week

THE STORY OF GRACE DARLING

Paragraph 1

Where she lived
The storm
What Grace and her father saw

Paragraph 2

The trip in the boat
What happened
How the sailors were saved

Sixth and Seventh Weeks

THE LION AND THE MOUSE

Paragraph 1

Where the lion was
What he did
What happened to him

Paragraph 2

Where the mouse was
What she did
Why she did it

Eighth and Ninth Weeks

BODY OF THE LETTER

Paragraph 1

The reply to a letter received
Some remark about the news contained in the letter received

Paragraph 2

Interesting news
The forming of a club
The purpose of the club
The time of the meetings

Tenth Week

PLAYTIME

Paragraph 1

Playing school

Paragraph 2

Playing Indian

Eleventh and Twelfth Weeks

THE SPIDER AND THE FLY

Paragraph 1

The spider's invitation
What the spider said about his parlor
The fly's reply

Paragraph 2

What the spider did next
What the fly did when she heard the song
What happened to her

Thirteenth and Fourteenth Weeks

BODY OF THE LETTER

Paragraph 1

Some remark about the news contained in a letter received

Paragraph 2

Interesting news

A story you have been reading

A trip you have taken

An accident you have seen

A party to which you went

Fifteenth Week

BETTY AND HER VISITORS

Paragraph 1

Where Betty spent the summer

Who was with her

Where they all went one day

The kind of house they found

Paragraph 2

What Peter and his father did

What Betty and her mother did

The visitors to the camp

Sixteenth and Seventeenth Weeks

KING ALFRED AND THE CAKES

Paragraph 1

The name of the hero

What was happening in his country and why he was alone

Paragraph 2

The house to which the king came

What he and the woman talked about

Paragraph 3

What happened to the cakes

What the woman did

Eighteenth and Nineteenth Weeks

BODY OF THE LETTER

Paragraph 1

Some remark about the news contained in a letter received

Paragraph 2

Interesting news

A visit to some town

How you spent your holiday

What you did last Saturday

Something you have learned in school

A game you like to play

Twentieth Week

A VISIT

Paragraph 1

At the station

At the house

The first evening

Paragraph 2

The next day

The sights

The close of the visit

SECOND HALF-YEAR

First and Second Weeks

THE LARK AND THE FARMER

Paragraph 1

Where the lark built her nest

Who walked through the field one day and what he said

What the baby larks thought

What their mother told them

Paragraph 2

What the farmer said the following day
Why the mother lark was not frightened
Why she finally flew away

Third and Fourth Weeks

BODY OF THE LETTER OF EXCUSE FOR ABSENCE

Paragraph 1

Excuse asked for absence
Reason given for absence

Paragraph 2

A favor asked
Reason given for asking it

Fifth Week

SUNDAY MORNING

Paragraph 1

Where Dr. Stone and the children went
What they did on the way

Paragraph 2

The service
Why the children liked it

Sixth and Seventh Weeks

THE SLAVE AND THE LION

Paragraph 1

Where the slave went
Why he went there
The visitor that came to him
What the slave did

Paragraph 2

By whom the slave was caught
Where he was taken
What Romans in those days forced slaves to do
What happened

Eighth and Ninth Weeks

BODY OF THE LETTER OF INVITATION

Paragraph 1

Description of a visit paid to some place of interest
A museum
A park
A circus
A fair and the like

Paragraph 2

The invitation to a friend to go with the writer to the place described

Tenth Week

A DAY IN SCHOOL

Paragraph 1

The opening of school
The songs, recitations, and the like

Paragraph 2

The classroom
The lessons
The exercises
The games (in the classroom or in the yard)

Eleventh and Twelfth Weeks

DAVID AND GOLIATH

Paragraph 1

The hero of the story
The visit he paid to his brothers
What he heard while in the camp

Paragraph 2

The request made by David
The king's reply to the request
David's preparation for the fight
The result of the fight

Thirteenth and Fourteenth Weeks

BODY OF THE LETTER OF THANKS FOR A GIFT

Paragraph 1

The arrival of the gift

Paragraph 2

Description of the gift and special reason for liking it
Thanks for the gift

Fifteenth Week

KING CANUTE ON THE SEASHORE

Paragraph 1

The hero of the story
What the officers said
What the king did

Paragraph 2

The king on the seashore
The question he asked
The order he gave to the sea
The result

Sixteenth and Seventeenth Weeks

HOW TO MAKE SOMETHING

Paragraph 1

The thing that is to be made
The materials needed

Paragraph 2

How the materials are put together
The use to which the article is put

Eighteenth and Nineteenth Weeks

BODY OF THE LETTER ACCEPTING THE INVITATION .

Paragraph 1

Reply to a letter received
Acceptance of the invitation

Paragraph 2

Some interesting news

Twentieth Week

THE LANDING OF COLUMBUS

Paragraph 1

The foreground of the picture
What Columbus is doing
How Columbus is dressed
The people with Columbus

Paragraph 2

The middle distance
The rowboat on the shore
The background
The ships and the ocean

VI. POEMS, MAXIMS AND PROVERBS

Besides maxims and proverbs, poems in ample number have been provided in the preceding section of the book.

The proper time for the study of these poems is left to the judgment of the individual teacher. They may be used whenever the progress of the organized work permits or whenever variety is desired. If no other convenient time presents itself,

the teacher may occasionally devote to the poems either a Friday or a day during a review week.

Some of the poems may be read to the children in order that they may learn to enjoy poetry. Others may be studied more intensively, and may finally be memorized by the pupils.

The poem to be memorized should always be read first as a whole, and any difficulties should be explained. Simple, appropriate gestures should be taught. These often prove an aid to the understanding of the poem, and they also stimulate the children's interest in it. Whenever possible, the children should be encouraged to *act* the poem. Simple dramatizations, always interesting to children, give life to the lessons. Clear, distinct speech and correct pronunciation should always be insisted on.

The maxim or proverb suggested for each week may be placed on the blackboard early in the week. The meaning should be carefully explained. Whenever the maxim or proverb is appropriate to the story for the week, that fact should be brought out by the teacher. The children should be required to memorize the maxim or proverb and, by the end of the week, they should be able to recite it perfectly.

SPECIFIC NOTES

Note 1, page 2. Be sure that the answers to the questions are always complete sentences. Since pupils in the fourth grade do not as yet understand what is meant by the technical term *sentence*, it is suggested that, whenever necessary, the teacher give model answers of the kind which she expects.

Note 2, page 7. In the dictation or in the written exercises there occur at times commas or capital letters for which no rule has been taught. In such cases the teacher is asked simply to dictate these.

Note 3, page 19. Ask the same questions about each of the other sentences. The oral questions and answers should make clear the two divisions of the sentence.

Note 4, page 20. Ask about each of the sentences at the beginning of the lesson: "What is the subject? What is the predicate?" The children's answers should be in complete sentences. The headings of

the columns on the blackboard may then be erased, and the words *Subject* and *Predicate* may be substituted for them.

Note 5, page 25. If the children do not understand what is meant by *italic*, the teacher may explain that the word refers to type in which the letters slope up toward the right. She may explain, also, that this type is used for various reasons, one of the chief uses being for emphasis. Italic serves to set off and to make distinct material which would not be otherwise marked. Either *italic* or *italics* is correct; the former is more generally used in the collective sense.

Note 6, page 37. The word *quotations* has been used here without modifiers since the distinction between direct and indirect quotations is not made before the second half of the fifth year.

Note 7, page 38. Insist that the quotation marks be always carefully made, and in the *right position*. Do not accept strokes made thus " ".

Note 8, page 46. After contractions have been studied they may be used in oral sentences. Many contractions have been used in the succeeding lessons so that the pupils may become thoroughly familiar with them.

Note 9, page 79. Such exceptions as the comparatively rare nouns in which *y* follows *u* may here be neglected.

Note 10, page 87. Review the names and positions of the parts of a letter, as well as margins, capitals, and periods.

Note 11, page 118. See Note 10.

Note 12, page 179. A timbrel is an ancient Hebrew musical instrument, somewhat like a tambourine.

Jehovah is generally accepted as the Hebrew name for God.

Note 13, page 194. For development lesson, see pages 148 and 162.

Note 14, page 196. The teacher should call attention to the fact that, in printing, either quotation marks or italic may be used to set off the titles of books, magazines, and the like. In writing, underlining corresponds to italic in printing. The pupils should underline the titles in the exercises.

Note 15, page 207. The word *Goliath* should be placed on the blackboard at the beginning of the week.

Note 16, page 229. The word *Canute* should be placed on the blackboard at the beginning of the week.

Note 17, page 243. Refer to the footnote on page 275.

Note 18, page 251. The pupils should be told that *route* is pronounced as if it were spelled *root*. See, also, the footnote on page 275.

LANGUAGE GAMES

FIRST HALF-YEAR

Note a, page 11. Drill on plurals. Divide the class into two competing groups, Section A and Section B. To each child in Section A, give a card on which is written a noun in the singular number. As soon as a child in Section A has read the word on his card and has used it correctly in a sentence, a child in the corresponding seat of Section B must say the same word in the *plural* number and use the word in the plural number correctly in a sentence. This procedure should be followed until all the cards have been used.

One child at the blackboard should act as *Scorer*, keeping a record of the mistakes made, so as to determine the winning section.

The next time the game is played, the cards should be read by Section B, and Section A should be required to give the plurals.

Care should be taken to avoid selecting words the plurals of which have not yet been studied by the class.

The game may be varied by using cards on which *plurals* have been written and requiring the other section to name and use the singulars.

Occasionally, the oral spelling of the words may be substituted for their use in sentences.

Note b, page 20. Question and answer. This game is intended to aid in developing *sentence sense*. The *form* of the question and of the answer is therefore very important. The *tense* of the verb used in the answer must always be the same as that of the verb used in the question. Since the pupils do not as yet know what is meant by *tense*, the teacher should, whenever necessary, make corrections by means of model sentences.

Divide the class into two competing groups, Section A and Section B. Let each child in Section A ask a question of the child in the corresponding part of Section B. The latter must reply to the question, using a complete sentence in doing so.

One child may go to the board to act as *Scorer* and to keep a record of the mistakes made. A particularly good question or reply may receive a *star*, the teacher and the class together deciding that the star is deserved. One star may offset two mistakes.

When next the game is played, the children in Section B may ask the questions, and the children in Section A may give the answers.

Note c, page 26. Refer to Note a.

Note d, page 58. Refer to Note b.

Note e, page 60. Use of *throw*, *blow*, and *fly*. The teacher chooses one child to be the *Leader*. The *Leader* chooses a child to be the *Guesser*. Both children come to the front of the room. The *Guesser* hides his eyes. The *Leader* then whispers to a child, who comes forward softly and does what the *Leader* has directed. (The *Leader* whispers either, "Throw the ball," "Blow the whistle," or "Fly like a bird.")

As soon as the child has performed the action and has returned to his seat, the *Leader* calls the *Guesser's* name, saying: "Someone threw a ball. Who threw it?" or "Someone blew a whistle. Who blew it?" or "Someone flew like a bird. Who flew like a bird?"

The *Guesser* replies, "I think So-and-so threw the ball" (or "blew the whistle" or "flew like a bird").

The child named says, "No, I did not throw the ball" or "blow the whistle" or "fly like a bird" or "Yes, I threw the ball" or "blew the whistle" or "flew like a bird," as the case may be.

The *Guesser* continues asking the question until he selects the right child. This child becomes the *Leader*, chooses another *Guesser*, and the game is continued.

When the class is quite familiar with this form of the verb, the teacher may have the question changed to "Someone has thrown the ball. Who has thrown it?" The answer should then be "I think So-and-so has thrown the ball."

The child named should reply, "No, I have not thrown the ball" or "Yes, I have thrown the ball."

Card Game. For additional oral drill, the teacher may prepare cards, placing on each card some part of each verb given above (including those taught previously in the third year). One card should be given to each child. The class may then be divided into two competing groups. A child from each group alternately should rise and give an original sentence, using correctly the verb written on his card. If the verb is in past time, some expression like "yesterday," "last summer," or "two years ago" should be used, in order that the time may be clearly indicated.

One child should work at the blackboard as *Scorer*, to keep the score of mistakes for each group. A particularly good or original sentence should be given a *star*, teacher and class together deciding that the star is deserved. The group with the greater number of stars and the fewer mistakes wins. One star may be counted as offsetting two mistakes

Charts. For additional oral drill, the teacher may prepare charts with the following or similar sentences. Children in turn should read the sentences, filling the blanks correctly:

Lillian ----- the whistle.
Yesterday, Jack ----- the ball to Arthur.
The butterfly ----- here and there in the sunshine.
Have you'ever ----- a whistle?
Was the ball ----- straight?
Have the birds ----- away?

Note f, page 74. Refer to Note b.

Note g, page 79. Refer to Note a.

Note h, page 80. Use of *wear*, *tear*, and *swim*. Refer to Note e. Select a *Leader* and *Guesser* as there described. Let the *Leader* whisper to some child in the room: "Tear this paper" or "Swim across the river." The child chosen performs the action or pretends to perform it. The game is then played in the way described in Note e.

Practice in the use of the parts of *wear* can be had as follows:

Divide the class into two competing sides. Let the teacher ask each pupil on each side alternately: "What did you wear yesterday?" The answer must be given in this form, "I wore my blue dress" or "I wore my gray suit." The answers must be varied to include other ordinary articles of dress. Score of mistakes should be kept in order to determine the winning side.

To practice *worn*, the teacher may ask, "What have you worn most often?" The answer must be in this form, "I have worn my brown coat most often."

For additional oral drill, the teacher may prepare charts with these or similar sentences. Children in turn should read the sentences, filling the blanks correctly:

John has ----- his book.
Mary ----- her new shoes yesterday.
Have you ----- your new coat yet?
The Indian ----- across the river.
The baby ----- my speller last night.
Have you ever ----- in the ocean?

Note i, page 93. Refer to Note a.

Note j, page 106. *It was I; It was not I.* Select one child to be *King Alfred*. Let this child come to the front of the room and let him select another to be his *Captain*. The *Captain* goes to the corner

of the room and hides his eyes. All the children in the class put their heads on their desks and close their eyes.

King Alfred now tiptoes round the room and touches a child. As soon as he returns to the front of the room, he calls, "Attention!" The children sit up and the *Captain* comes forward. *King Alfred* then says, "Captain, I have chosen a soldier. Find him." The *Captain* then asks different children, "John, was it you?" or "Mary, was it you?" Each child spoken to must reply, "No, Captain, it was not I" or "Yes, Captain, it was I." As soon as the right child is called, that child becomes *King Alfred* and the game is continued.

The game may be varied by having the children in turn ask the *Captain*, "Captain, was it I?"

Note k, page 111. Refer to Note b.

Note l, page 120. Refer to Note a.

Note m, page 125. Use of *bring* and *take*. Divide the class into two parts. Choose one child to be *Aunt Mary* or *Uncle John*, according to the sex of the child chosen. This child comes to the front of the room and says, "I am in the kitchen" or "I am in the dining-room" or wherever else she selects. *Aunt Mary* then says to a child on her own side of the classroom, "Ruth, please bring me that plate." Ruth brings something which she pretends is the plate. *Aunt Mary* then says, "Take the plate to So-and-so or to such-and-such a room." When Ruth has obeyed the direction, both children sit. A child is then chosen from the other side, and the game is continued. When a sufficient number of children have participated, the class is asked to vote on which couple was most interesting or original.

The teacher may prepare charts with sentences similar to these. Children in turn should read the sentences, filling the blanks correctly.

"----- that book to me," said the teacher.

"Louise, ----- this picture upstairs," said Mrs. Taylor.

I have ----- a present for you.

SECOND HALF-YEAR

Note n, page 138. Drill on homonyms. Divide the class into two competing groups, Section A and Section B. To each child in Section A, give a card on which one word of a set of homonyms is written. As soon as a child in Section A has spelled the word on his card and given a sentence using it correctly, a child in the corresponding seat in Section B must spell the homonym for the word

and use the homonym correctly in a sentence. This procedure should be followed until all the cards have been used.

The next time the game is played, the cards displaying the words should be given to the children in Section B, and the game should be played as already described. The game may be used with homonyms, whenever desired throughout the second half-year.

Note o, page 140. Use of *have*, *make*, *grow*, and *hear*. Let one row of children pretend that they are peddlers selling goods of some kind.

The teacher asks the first child, "Peddler, what have you in your basket now?" The child replies, "I have carrots [or anything else he likes] in my basket now."

The teacher asks the next child, "Peddler, what had you in your basket last week?" This child replies, "I had ten yards of silk [or anything else he likes] in my basket last week."

The teacher then asks the third child, "Peddler, what have you had in your basket for the longest time?" This child replies, "I have had sugar [or anything else he likes] in my basket for the longest time."

These questions can be repeated to other children as long as the interest is sustained. The children should vary the articles named; no two children should mention the same article.

Let another row of children be carpenters (if boys) or dressmakers (if girls), making something. The questions will be: "Carpenter [or Dressmaker], what do you make each day? What did you make last week? What have you made most often?"

Let another row of children be farmers. The questions will be: "Farmer, what do you grow each year? What did you grow last year? What have you grown most often?"

Let another row answer the following questions: "What do you hear now? What did you hear last week? What have you heard most often?"

When the children are quite familiar with the form of the questions, the game may be varied by having the children in one row question those in another.

Refer to Note e for *Card Game* and *Charts*.

Note p, page 140. Review of *haven't any*. Choose one child to be *Peddler*.

Let the *Peddler* come to the front of the room and whisper to the teacher the name of some commodity he has for sale.

The children then take turns in questioning the *Peddler* thus: "Peddler, have you any sugar [flour, or any other article]?"

If the article named is not what the *Peddler* whispered to the teacher, the *Peddler* replies, "No, I haven't any sugar."

If the right article is named, the *Peddler* replies, "Yes, I have some sugar," and another child is chosen to take the place of the *Peddler*.

Note q, page 153. Drill on antonyms. Divide the class into two competing groups, Section A and Section B. To each child in Section A, give a card on which one word of a pair of antonyms is written. As soon as a child in Section A has spelled the word on his card and used it correctly in a sentence, a child in the corresponding seat in Section B must spell the antonym for the word and use the antonym correctly in a sentence. This procedure should be followed until all the cards have been used.

Score should be kept and the game should be varied as described in Note n.

Note r, page 162. Statements and questions. Divide the class into two competing groups, Section A and Section B.

Let each child in Section A, in turn, give a short sentence which is a statement. The children in Section B must each, in turn, change the given statement to a question.

One child at the blackboard may act as *Scorer* and keep a record of the mistakes made. If the *tense* of the verb is changed when the statement is changed to a question, the sentence must be scored as wrong. Since the children do not know as yet what is meant by *tense*, the teacher may, whenever necessary, make corrections by giving model sentences.

The next time the game is played, the children in Section B should give the statements, and the children in Section A should change the statements to questions.

Note s, page 174. Use of *hurt*, *burst*, *put*, etc. The procedure outlined for the game in Note e can be followed. The *Leader* will whisper sentences, such as these:

"Put this book on the table."

"Shut the drawer."

"Cut the string."

"Pretend to hurt your hand."

"Burst this soap bubble."

"Hit that fly."

The game can then be conducted as described in Note e.

Card Game. Use cards as suggested in Note e.

Note t, page 217. The Telephone. The story for the twelfth week lends itself well to dramatization. It is, therefore, suggested that the children be encouraged to play impromptu games involving the use of the telephone. The conversation carried on by Harry and Fred in the second language lesson may be found suggestive. Through the medium of imaginary conversation, abundant practice in the correct use of *may* and *can*, *learn* and *teach* and other language forms may be had.

Two boys may converse with each other about a ball game, or about a hike, or about a scout meeting, or about going swimming or fishing, or on any other topic of interest to boys.

Two girls may converse with each other about a birthday party, or about a new doll, or about how to make candy, or about going shopping, or on any other topic of interest to girls.

If the class is divided into two sections and the couples are chosen alternately from each section, the element of competition will be introduced and interest will be added.

In order to determine the winning side, score should be kept of mistakes made by each couple. The class may also be asked to determine by vote which couple held the most interesting conversation.

Note u, page 226. Use of *may* and *can*. Choose one child to be the *Leader*. The *Leader* performs any action he wishes, stating what he is doing; for instance, "I am taking a walk." A child selected by the teacher says to the *Leader*, "John, may I take a walk with you?" The *Leader* replies, "Yes, you may." The two children walk for a moment. The *Leader* then returns to his seat, and the second child becomes the *Leader*.

The new *Leader* performs some different action, stating what he is doing; for instance, "I am watering the plants." Some other child (indicated by the teacher) asks, "Mary, may I water the plants with you?" The *Leader* replies, "Yes, you may." After the action has been performed for a minute, this new child becomes the *Leader*, and the game is continued as long as the interest is sustained.

The children should be encouraged to show ingenuity in varying the actions performed.

Note v, page 234. Use of *learn* and *teach*. Divide the class into two parts. Choose one child to be the *Teacher*. This child comes forward and chooses a child from his own side of the class to be the *Pupil*.

The *Teacher* then says to the *Pupil*, "What should you like to learn?"

The *Pupil* replies, "Will you teach me to skate?"

The *Teacher* answers, "Yes, I'll teach you to skate." The *Teacher* then pretends to teach the *Pupil* to skate. The *Teacher* then says, "Have you learned how to skate?"

The *Pupil* replies, "Thank you, I have learned how to skate."

A child from the opposite side is then chosen to be the *Teacher*, and the game is continued. Pupils may ask to be *taught* how to swim, or to fly a kite, or to jump rope, or to play a game, or to sew, or to knit, or to cook something. The conversation must follow the model given.

At the close of the period, the class votes as to which couple was most original or interesting and made fewest mistakes. The side to which that couple belongs wins the game.

Note w, page 245. *It was he; It wasn't he.* One child is chosen to be *Mrs. Brown* and one child to be *Sarah*. *Sarah* goes out of the room. *Mrs. Brown* then chooses a child to perform some action used in making fudge: to measure the sugar, to stir the mixture, to beat the mixture, or to cut it into squares. *Sarah* is then told to return. *Mrs. Brown* says, "Sarah, someone measured the sugar. Who was it?" *Sarah* touches a child and says, "Was it he?" The section in which the child touched sits says in concert, "No, it wasn't he," or "Yes, it was he." This is continued until the right child is selected. Two other children are then chosen to take the places of *Mrs. Brown* and *Sarah*, and the game is continued.

If boys are chosen, the names *John* and *Harry* may be used instead of *Mrs. Brown* and *Sarah*.

Mrs. Brown should sometimes choose several children near to one another in one section to eat the fudge, and then say to *Sarah*, "Some children ate the fudge. Who ate it?" *Sarah's* question must then take the form, "Was it they?" and she must touch several children. The section must then answer, "Yes, it was they" or "No, it wasn't they," as the case may be.

Note x, page 269. Use of *break*, *steal*, *speak*, *freeze*, and *teach*.

Card Game. Prepare cards as described in Note e and follow the procedure there outlined.

Prepare charts with sentences having blanks to be filled. Divide the class into two sides and call on each side alternately. Have a *Scorer* keep a record of the mistakes made, in order to determine the winning side.

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